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1908.
NEW ZEALAND.

REPORT

OF THE

EDUCATION DEPARTMENT

FOR THE

YEAR 1907.

Presented to both Houses of the General Assembly by Command of His Excellency.

WELLINGTON.
BY AUTHORITY: JOHN MACKAY, GOVERNMENT PRINTER.
1908.

115797

1908
NEW ZEALAND.

EDUCATION:

THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

[In continuation of E.-1, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

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Office of the Department of Education,
My Lord,— Wellington, 19th August, 1908.

I have the honour, in accordance with the provisions of "The Education Act, 1904," to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ending the 31st December, 1907.

I have, &c.,
Geo. Fowlds.

His Excellency the Right Hon. Baron Plunket,
Governor of New Zealand.

REPORT.

In this Report and its proper Appendix, in the Inspector-General's Report (E.-1a) on the certificate and other examinations, the Reports of the Inspectors of Schools (E.-1b), the Reports on the Training of Teachers (E.-1c), the Report on the Public-school Cadets (E.-1d), is contained all the information that is of public interest with respect to the administration of "The Education Act, 1904," the Education Act Amendment Acts, 1905 and 1907, and "The Education Reserves Act, 1877," and the Amendment Acts thereto of 1882 and 1905, and also all the principal statistics relating to matters which are more fully dealt with in separate papers, as follows: E.-2, Native schools; E.-3, Industrial Schools; E.-3a, Costley Training Institution; E.-4, School for the Deaf; E.-5, Manual and Technical Instruction; E.-6, New Zealand University; E.-7, University of Otago; E.-8, Canterbury College; E.-9, Auckland University College; E.-10, Victoria College; E.-11, Canterbury Agricultural College; E.-12, Secondary Education; E.-13, Public Libraries; E.-14, Teachers' Superannuation; E.-15, Report of Inspector-General's Visit to Schools and other Educational Institutions in Europe and America.

Public Schools.

The number of schools open at the end of 1907 was 1,963, or 42 more than at the end of 1906.

In Table A1 the schools are classified, as for 1906, according to the yearly average attendance. The classification is in accordance with the grades in Part I of the schedule to "The Education Act Amendment Act, 1905."

The number of small schools with an average attendance not exceeding twenty shows a further increase of 42 for 1907, the number, which was 596 for 1906, was 638 for 1907. The number of pupils attending these schools has increased by 521—namely from 7,344 to 7,865.

During the year 1907, 76 schools were closed—viz., in Auckland, 14; Taranaki, 7; Wanganui, 6; Wellington, 3; Hawke's Bay, 12; Marlborough, 14; Nelson, 5; North Canterbury, 5; Otago, 3; Southland, 7. As was the case in previous years, several of these schools, although reckoned as closed in their original form, were reopened in another; thus some were amalgamated, whilst others which had been joined as half-time schools became full-time schools. Including such reopened schools, the total number opened during the year was 118, distributed as follows: Auckland, 36; Taranaki, 8; Wanganui, 5; Wellington, 8; Hawke's Bay, 11; Marlborough, 14; Nelson, 10; Grey, 2; Westland, 2; North Canterbury, 3; South Canterbury, 1; Otago, 7; Southland, 11. The net increase in the number of schools opened at the end of the year is thus 42, as shown in Table A1.

TABLE A1.—NUMBER OF SCHOOLS, DECEMBER, 1907.

Grade (with attendance constituting Grade).	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Total Number of Schools.	Total Number in 1906.
0 (1–15) ..	71	10	38	32	20	44	44	14	20	28	11	49	33	414	381
1 (16–20) ..	59	10	24	20	7	7	11	3	2	26	11	25	19	224	215
2 (21–25) ..	72	11	19	14	11	1	10	3	5	25	12	26	23	232	237
3 (26–32) ..	77	10	11	14	6	4	9	2	2	19	9	27	29	219	220
4 (33–40) ..	52	12	12	10	6	..	7	1	..	20	5	12	16	153	162
5 (41–50) ..	42	9	19	12	7	4	11	3	..	19	8	19	16	169	167
6 (51–60) ..	26	6	18	8	7	..	7	1	3	7	7	10	4	104	101
7 (61–75) ..	12	1	10	8	9	3	2	..	..	7	2	13	4	71	71
8 (76–90) ..	10	2	5	1	2	..	5	1	..	11	4	8	4	53	56
9 (91–120)..	17	4	11	12	11	2	2	1	..	11	1	9	7	88	83
10 (121–150)..	5	1	3	3	3	2	2	1	2	5	..	5	7	39	35
11 (151–200)..	11	1	2	7	4	..	1	1	..	5	2	4	2	40	42
12 (201–250)..	6	1	5	5	..	..	1	..	..	4	1	5	2	30	22
13 (251–280)..	4	..	1	2	3	..	..	..	1	3	..	2	2	18	21
14 (281–330)..	4	1	3	..	1	..	..	..	..	1	1	4	..	15	19
15 (331–390)..	5	..	2	6	2	1	..	..	..	2	..	2	..	20	16
16 (391–420)..	1	..	1	1	..	..	..	..	..	1	1	3	..	8	11
17 (421–480)..	3	1	1	..	..	..	4	1	..	3	1	1	1	16	15
18 (481–510)..	..	1	..	..	..	..	..	..	..	1	..	3	..	5	2
19 (511–570)..	3	..	1	..	..	..	3	..	..	2	..	3	1	13	13
20 (571–600)..	..	..	2	1	..	..	..	..	..	..	..	..	..	3	5
21 (601–660)..	1	..	..	1	2	..	..	..	..	1	1	1	..	7	6
22 (661–690)..	2	..	..	5	..	..	..	..	..	..	..	1	1	9	6
23 (691–750)..	4	..	..	..	..	..	..	..	..	..	..	..	..	4	7
24 (751–780)..	1	..	..	..	..	..	..	..	..	..	..	..	..	1	1
25 (781–840)..	1	..	..	..	1	..	..	..	..	..	..	..	..	2	3
26 (841–870)..	..	..	..	2	..	..	..	..	..	..	..	..	..	2	..
27 (871–930)..	..	..	..	..	..	..	..	..	..	2	..	..	..	2	1
28 (931–960)..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
30 (Over 1,020)	..	..	..	..	..	..	..	..	..	2	..	..	..	2	2
*Totals, 1907	(a) 489	(b) 81	(c) 188	(d) 164	(e) 102	68	(f) 119	32	(g) 35	(h) 205	(i) 77	(j) 232	(k) 171	1,963	1,921
*Totals, 1906	467	80	189	159	103	68	114	30	33	207	76	228	167	1,921	..
Difference ..	22	1	−1	5	−1	..	5	2	2	−2	1	4	4	42	..

* Including part-time and side schools, reckoned separately.

(a) 82 p.t., and 5 side (78, 4, 1906); (b) 6 p.t. (6, 1906); (c) 2 p.t., and 4 side (2, 3, 1906); (d) 8 side (8, 1906); (e) 1 side (1, 1906); (f) 7 side (6, 1906); (g) 1 side (1, 1906); (h) 2 side (2 p.t., and 3 side, 1906); (i) 1 side (0, 1906); (j) 2 p.t. (2, 1906); (k) 4 p.t. (6, 1906).

Table A2 shows the increase in the number of schools, pupils, and teachers since the commencement of the present system in 1878.

TABLE A2.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	Mean of Average Weekly Roll.	Average Attendance Whole Year.	Average Attendance as Percentage of Weekly Roll	Number of Teachers.					
					Adults.			Pupil Teachers.		
					M.	F.	Total.	M.	F.	Total.
1878	748	..	*48,773	..	707	454	1,161	118	332	450
1883	971	90,859	69,838	76·9	905	656	1,561	159	571	730
1888	1,158	113,636	†90,108	79·3	1,039	887	1,926	219	694	913
1893	1,375	125,692	‡100,321	79·8	1,107	1,096	2,203	238	825	1,063
1898	1,655	133,782	111,636	83·4	1,234	1,370	2,604	229	831	1,060
1899	1,677	133,540	110,316	82·6	1,221	1,372	2,593	230	792	1,022
1900	1,707	132,897	111,748	84·1	1,216	1,415	2,631	206	749	955
1901	1,715	132,868	111,797	84·1	1,222	1,446	2,668	184	771	955
1902	1,754	133,952	113,711	84·9	1,272	1,685	2,957	143	604	747
1903	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
1904	1,827	136,282	116,506	85·5	1,272	1,797	3,069	144	505	649
1905	1,851	138,471	120,265	86·9	1,302	1,835	3,137	151	528	679
1906	1,921	140,320	121,958	86·9	1,314	1,887	3,201	153	518	671
1907	1,963	141,946	120,026	84·6	1,332	1,955	3,287	172	478	650

* Average of three quarters. † Strict average. ‡ Working average.

School Attendance.

The total average attendance for the year was 120,026, being a decrease of 1,932 as compared with the previous year's total. In 1904, 1905, and 1906 there was an increase of 3,459, 3,759, and 1,693 respectively.

Table B1 shows the average attendance for the year in each of the education districts, and also the regularity of attendance of the pupils.

TABLE B1.—SCHOOL ATTENDANCE FOR 1907.

Including Secondary Departments of District High Schools.)

Education Districts.	Roll-numbers.					Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Percentage of the Mean of Average Weekly Roll of Four Quarters.	
	Pupils at Beginning of Year.	Admitted during the Year.	Left during the Year.	Pupils belonging at End of Year.	Mean of Average Weekly Roll of Four Quarters.	Boys.	Girls.	Total.	1907.	1906.
Auckland	29,778	15,778	12,382	33,174	33,530	14,927	13,130	28,057	83·7	87·2
Taranaki	4,707	2,087	1,713	5,081	5,138	2,256	1,990	4,246	82·6	84·9
Wanganui	12,009	6,169	5,132	13,046	13,178	5,854	5,072	10,926	82·9	86·3
Wellington ..	14,828	8,654	7,012	16,470	16,564	7,468	6,539	14,007	84·6	87·5
Hawke's Bay ..	8,697	3,877	3,211	9,363	9,409	4,189	3,689	7,878	83·7	85·3
Marlborough ..	1,856	881	642	2,095	2,083	928	835	1,763	84·6	85·3
Nelson	5,268	1,981	1,776	5,473	5,586	2,494	2,188	4,682	83·8	86·2
Grey	1,531	648	395	1,784	1,725	724	736	1,460	84·6	85·9
Westland	955	380	316	1,019	1,028	463	440	903	87·8	88·8
North Canterbury ..	18,167	7,566	6,451	19,282	19,401	8,509	7,652	16,161	83·3	86·0
South Canterbury ..	4,894	1,625	1,234	5,285	5,244	2,389	2,117	4,506	85·9	88·2
Otago	17,829	7,121	5,767	19,183	19,221	8,788	8,170	16,958	88·2	88·6
Southland	9,017	3,244	2,445	9,816	9,839	4,434	4,045	8,479	86·2	87·1
Totals for 1907 ..	129,536	60,011	48,476	141,071	141,946	63,423	56,603	120,026	84·6	..
Totals for 1906 ..	128,328	57,254	46,280	139,302	140,320	64,290	57,668	121,958	86·9	..
Difference ..	1,208	2,757	2,196	1,769	1,626	−867	−1,065	−1,932	−2·3	..

In the average of the weekly roll-numbers there is an increase of 1,626 for the year. The figures for 1906 were 140,320, and 141,946 for 1907. At the end of the year the number on the roll was 141,071, as against 139,302 for the previous year, an increase of 1,769.

The high standard of regularity of attendance of the last two years, 86·9, fell in 1907 to 84·6. In the first quarter the average daily attendance was 85·6 per cent. of the average weekly roll-number, in the second quarter 85·0 per cent., in the third quarter 83·0 per cent., and in the fourth 84·6 per cent. Otago, which from 1901 to 1905 stood at the head of the list, again heads the list with a percentage of 88·2, Westland coming second with a percentage of 87·8. Southland, with a percentage of 86·2, and South Canterbury with 85·9, hold third and fourth places. As a whole the South Island shows a greater degree of regularity of attendance than the North, the respective rates being 85·6 per cent. and 83·7 per cent. of the average weekly roll. In 1906 the figures were 87·1 per cent. and 86·7 per cent. respectively.

The decrease in total average attendance for the year 1907 was attributable in the main to epidemics of sickness which prevailed during a part of the year in almost all parts of the Dominion. In the North Island the decrease was 1,035; and in the South Island 897. The figures are given in the following table:—

TABLE B2.—COMPARISON OF SCHOOL ATTENDANCE, 1906 AND 1907, NORTH ISLAND AND SOUTH ISLAND.

Districts.	Average Attendance.		
	1907.	1906.	Difference.
Auckland	28,057	28,519	-462
Taranaki	4,246	4,367	-121
Wanganui	10,926	11,104	-178
Wellington	14,007	14,356	-349
Hawke's Bay	7,878	7,803	75
Totals, North Island	65,114	66,149	-1,035
Marlborough	1,763	1,730	33
Nelson	4,682	4,838	-156
Grey	1,460	1,385	75
Westland	903	917	- 14
North Canterbury	16,161	16,822	-661
South Canterbury	4,506	4,565	- 59
Otago	16,958	17,088	-130
Southland	8,479	8,464	15
Totals, South Island	54,912	55,809	-897
Totals for Dominion	120,026	121,958	-1,932

In Table B3 the average attendance in each education district, as estimated for determining the grades of schools, is shown in detail by a statement of the aggregate attendance at each group of schools under the classification in Table A. Under certain contingencies, brought about by an exceptional fall in the attendance at an individual school, there is provision in the regulations for the substitution for each of one or more quarters of the average of a favourable quarter of the preceding year. This, together with some other matters of detail, makes the total attendance here shown greater by 1,626 than the total given in Table B1. The latter—120,026—is the number to be taken for statistical purposes.

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1907 AT THE SCHOOLS AS GROUPED IN TABLE A, AS ESTIMATED FOR DETERMINING THE GRADES OF SCHOOLS.

(Including Secondary Departments of District High Schools.)

Grade.	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Totals.
0	759	84	439	333	168	326	387	98	157	311	149	485	325	4,021
1	978	195	426	353	122	139	191	54	25	438	181	422	320	3,844
2	1,366	230	411	289	236	22	246	65	106	540	253	605	447	4,816
3	1,796	255	302	392	161	117	223	71	57	521	236	751	862	5,744
4	1,519	409	401	341	244	..	223	36	..	721	165	389	488	4,936
5	1,699	402	838	537	323	173	385	139	..	835	335	843	709	7,218
6	1,409	335	861	442	348	..	318	54	157	369	323	567	196	5,379
7	760	64	682	512	591	200	133	..	..	478	139	840	265	4,664
8	747	157	439	87	149	..	432	106	..	872	312	623	328	4,252
9	1,477	389	954	1,067	1,131	197	185	117	..	1,112	91	944	685	8,349
10	662	125	408	425	401	251	251	125	132	609	..	634	957	4,980
11	1,959	179	314	776	622	..	131	155	..	875	354	756	347	6,468
12	1,332	230	1,081	686	..	..	193	..	..	863	273	1,131	481	6,270
13	752	..	265	517	554	..	..	..	287	810	..	466	503	4,154
14	956	301	593	..	301	..	..	..	..	290	300	1,190	..	3,931
15	1,719	..	690	2,184	614	359	..	..	..	675	..	671	..	6,912
16	391	..	387	359	..	..	..	..	..	408	366	1,190	..	3,101
17	1,312	484	428	..	..	..	937	448	..	909	411	457	455	5,841
18	..	491	..	..	..	..	..	..	..	482	..	1,448	..	2,421
19	1,627	..	531	..	..	..	533	..	..	1,044	..	1,620	..	5,355
20	..	..	614	650	..	..	..	..	..	..	..	..	..	1,264
21	608	..	..	563	1,241	..	..	..	..	616	661	603	..	4,292
22	711	..	..	2,008	..	..	..	..	..	..	..	526	649	3,894
23	2,755	..	..	..	..	..	..	..	..	..	..	..	..	2,755
24	758	..	..	..	..	..	..	..	..	..	..	..	..	758
25	796	..	..	..	776	..	..	..	..	..	..	..	..	1,572
26	..	..	..	1,660	..	..	..	..	..	..	..	..	..	1,660
27	..	..	..	..	..	..	..	..	..	1,690	..	..	..	1,690
28	..	..	..	..	..	..	..	..	..	..	..	..	..	..
30	..	..	..	..	..	..	..	..	..	1,111	..	..	..	1,111
Totals, 1907	28,848	4,330	11,064	14,181	7,982	1,784	4,768	1,468	921	16,579	4,549	17,161	8,017	121,652
Totals, 1906	28,781	4,884	11,161	14,481	7,867	1,737	4,865	1,390	926	16,880	4,588	17,575	8,543	123,178
Difference	67	-54	-97	-300	115	47	-97	78	-5	-301	-39	-414	-526	-1,526

The two following tables show respectively the number of children of Maori and mixed race attending public schools, and the number of European children attending Native schools. Of the latter the number might be larger but for an omission in the Act to make compulsion operative in such cases. The law was, however, amended in this respect by the Education Act Amendment Act of 1907.

TABLE B4.—CHILDREN OF MAORI AND MIXED RACES ATTENDING PUBLIC SCHOOLS, DECEMBER, 1907.
(Included in Table B1.)

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.	Certificates granted.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Competency.	Proficiency.
Auckland ..	767	546	1,313	40	37	77	386	368	754	1,193	951	2,144	238	4	17
Taranaki ..	27	19	46	2	..	2	16	13	29	45	32	77	14	..	..
Wanganui ..	184	112	296	7	7	14	27	33	60	218	152	370	45	1	2
Wellington ..	113	105	218	21	16	37	42	44	86	176	165	341	39	5	1
Hawke's Bay ..	266	166	432	26	19	45	96	67	163	388	252	640	46	5	10
Marlborough ..	11	11	22	11	6	17	10	8	18	32	25	57	10	..	..
Nelson.. ..	18	16	34	2	1	3	2	..	2	22	17	39	8	..	..
Grey	..	..	..	..	..	..	..	1	1	..	1	1	1	..	..
Westland ..	4	4	8	..	..	..	5	4	9	9	8	17	2	..	..
North Canterbury	10	6	16	2	3	5	15	12	27	27	21	48	17	..	..
South Canterbury	8	9	17	..	..	..	1	2	3	9	11	20	4	..	..
Otago	12	8	20	5	2	7	26	27	53	43	37	80	13	..	..
Southland ..	..	..	..	15	12	27	74	53	127	89	65	154	25	2	..
Totals for 1907	1,420	1,002	2,422	131	103	234	700	632	1,332	2,251	1,737	3,988	462	17	30
Totals for 1906	1,467	1,027	2,494	112	99	211	657	590	1,247	2,236	1,716	3,952	448	16	13
Difference ..	−47	−25	−72	19	4	23	43	42	85	15	21	36	14	1	17

TABLE B5.—EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS, DECEMBER, 1907.

Board	Roll-number at end of Year.			Number of Schools attended.	Standard VI Certificates granted.	
	Boys.	Girls.	Total.		Proficiency.	Competency.
Auckland	147	134	281	50	3	3
Taranaki	15	13	28	1	2	..
Wanganui	11	10	21	3	..	..
Wellington	4	2	6	1	..	..
Hawke's Bay	24	28	52	12	2	1
North Canterbury	10	4	14	3	..	..
Otago	9	6	15	1	..	..
Totals	220	197	417	71	7	4

Age and Sex of Pupils.

Table C shows the age and sex of the pupils on the rolls of the public schools of the Dominion at the end of 1907, and the percentage of the roll for each age. The percentage has remained fairly constant in the case of children from six years and over; but has decreased in the case of pupils from five to six years of age.

TABLE C.—AGE AND SEX OF PUPILS, DECEMBER, 1907.

Ages.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1907.	1906.	1905.	1904.	1903.
5 and under 6 years	5,970	5,379	11,349	8·0	8·3	8·1	7·8	7·8
6 " " 7 "	7,772	6,994	14,766	10·5	10·6	10·3	10·3	10·4
7 " " 8 "	8,504	7,822	16,326	11·6	11·1	11·4	11·5	11·3
8 " " 9 "	8,221	7,484	15,705	11·1	11·5	11·5	11·5	11·5
9 " " 10 "	8,308	7,717	16,025	11·4	11·4	11·5	11·4	11·5
10 " " 11 "	8,285	7,686	15,971	11·3	11·4	11·3	11·5	11·5
11 " " 12 "	8,069	7,469	15,538	11·0	11·1	11·2	11·1	11·1
12 " " 13 "	7,713	7,092	14,805	10·5	10·5	10·6	10·7	10·6
13 " " 14 "	6,532	5,729	12,261	8·7	8·3	8·3	8·3	8·2
14 " " 15 "	3,123	2,554	5,677	4·0	4·0	3·9	4·0	4·0
	72,497	65,926	138,423	98·1	98·2	98·1	98·1	97·9
15 and over	1,324	1,324	2,648	1·9	1·8	1·9	1·9	2·1
Totals	73,821	67,250	141,071	100·0	100·0	100·0	100·0	100·0

The proportion of boys to girls remains about the same as for the previous five years, 52·32 per cent. as compared with 47·67 per cent. For every 100 boys on the roll there were 91 girls.

In Table No. 2 of the Appendix will be found particulars of the age and sex of the pupils arranged for each of the education districts.

Inspection and Examination.

Table D1 is a summary for the whole Dominion of Table No. 3 in the Appendix, which shows the numbers in the several classes for the various districts. The proportion of pupils in the preparatory classes, which has for years past been showing a gradual increase, shows a still further increase for the year from 29·36 to 31·11.

TABLE D1.—CLASSIFICATION OF PUPILS, DECEMBER, 1907.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1907.	1906.	1905.	1904.	1903.
Preparatory	23,318	20,574	43,892	31·11	29·36	28·28	27·97	27·56
Standard I	8,952	8,044	16,996	12·05	12·08	12·06	11·55	11·82
Standard II	8,908	8,164	17,072	12·10	12·18	11·95	12·49	12·30
Standard III	8,826	8,151	16,977	12·04	12·17	12·67	12·73	12·75
Standard IV	8,542	7,618	16,160	11·46	11·79	12·03	12·38	12·28
Standard V	7,489	6,959	14,448	10·24	10·59	10·69	10·68	10·98
Standard VI	5,537	5,457	10,994	7·79	8·24	8·37	8·17	8·08
Standard VII	2,249	2,283	4,532	3·21	3·59	3·95	4·03	4·23
Totals..	73,821	67,250	141,071	100·00	100·00	100·00	100·00	100·00

Table D2 gives the number of children on the rolls of the schools in each district and the number present at the time of the Inspector's annual visit, and also shows the number of certificates of proficiency and competency issued. From this it will be seen that 9,897 pupils were present at the annual examination of Standard VI, of which number 5,840, or 59 per cent., gained a certificate of proficiency, and 2,373, or 23·98 per cent., gained a certificate of competency; a total of 8,213, or 82·98 per cent., gaining either the proficiency or competency certificate. For 1906 the respective percentages were 55·46, 26·99, and 82·45.

TABLE D2.—EXAMINATION STATISTICS FOR 1907.

Education Districts.	Number of Pupils.					Standard VI Certificates granted.		
	Total Rolls on Day of Annual Visit.	Present on Day of Annual Visit.	Present in Preparatory Classes.	Present in Standard VI Classes.	Present in Standard VII Classes.	Proficiency.	Competency.	Total.
Auckland	33,285	29,399	10,263	2,027	108	1,395	338	1,733
Taranaki	5,155	4,547	1,401	304	98	156	88	244
Wanganui	13,014	11,679	3,561	862	233	430	282	712
Wellington	16,936	15,466	4,491	1,326	468	762	353	1,115
Hawke's Bay ..	9,465	8,683	2,965	555	98	298	179	477
Marlborough ..	2,065	1,948	556	175	26	89	39	128
Nelson	5,564	5,211	1,651	443	108	225	138	363
Grey	1,725	1,558	564	131	16	72	48	120
Westland	1,022	978	373	75	42	48	10	58
North Canterbury ..	19,454	17,319	5,096	1,389	299	849	346	1,195
South Canterbury ..	5,195	4,780	1,408	403	126	182	119	301
Otago	19,249	18,272	5,876	1,439	321	945	269	1,214
Southland	9,905	9,329	2,969	768	178	389	164	553
Totals ..	142,034	129,169	41,174	9,897	2,116	5,840	2,373	8,213

Table D3 shows the average ages of the children in the several standards at the time of the Inspector's annual visit, also the mean of the average ages in each case for the Dominion as a whole. The average age of those in Standard V, the "standard of exemption," was in Westland 12 years and 7 months, and in Taranaki 13 years and 3 months, these being the lowest and highest respectively. For the Dominion the average age of the children in this standard in 1907 was 13 years; in 1906 it was 12 years 11 months.

TABLE D3.—AVERAGE AGE OF PUPILS IN 1907 AT THE TIME OF ANNUAL VISIT.

Education Districts.	Average Ages of the Pupils in each Class.																Mean of Ages.			
	P.		I.		II.		III.		IV.		V.		VI.		VII.		1907.		1906.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	7	3	9	4	10	4	11	4	12	3	13	1	14	0	15	1	11	7	11	6
Taranaki	7	6	8	10	10	9	11	8	12	2	13	3	13	8	14	5	11	6	11	6
Wanganui	7	0	8	11	9	11	11	2	12	1	13	0	13	11	14	11	11	4	11	4
Wellington	6	10	8	9	9	10	10	10	11	10	12	10	13	8	14	9	11	2	11	2
Hawke's Bay	7	2	9	7	10	1	11	1	12	3	13	0	13	9	15	0	11	6	11	4
Marlborough	7	1	8	10	9	11	10	11	11	11	12	8	13	10	15	2	11	4	11	3
Nelson	6	11	8	11	9	10	10	11	11	11	12	10	13	9	14	11	11	3	11	2
Grey	7	0	9	0	9	8	11	3	11	8	12	11	13	11	14	8	11	2	11	1
Westland	6	9	9	4	10	1	11	2	12	1	12	7	13	11	15	5	11	5	11	5
North Canterbury ..	7	0	9	0	10	1	11	1	12	2	13	0	13	9	14	9	11	4	11	4
South Canterbury ..	7	0	8	10	9	11	11	0	12	0	12	11	13	8	15	1	11	4	11	4
Otago	6	10	8	11	9	11	11	2	12	0	12	11	13	9	15	1	11	4	11	2
Southland	7	0	8	10	9	11	10	11	12	1	12	10	13	8	14	10	11	3	11	3
Average for Dominion	7	1	9	1	10	1	11	1	12	1	13	0	13	10	14	11	11	5	..	
Range (difference between highest and lowest)	0	9	0	10	1	1	0	6	0	7	0	8	0	4	1	2	0	5	..	
Average for Dominion, 1906	6	9	9	0	10	0	11	1	12	0	12	11	13	9	15	1	..		11	4
Range (difference between highest and lowest)	0	9	0	7	0	6	0	11	0	8	0	11	0	7	1	4	..		0	5

The average age for the colony of the pupils in Standard VI at the time of the annual visit of the Inspector was 13 years 10 months, which is 1 month above the average for the four preceding years. In range, the ages returned by the several districts differ by 4 months, the lowest age being 13 years 8 months, and the highest 14 years 0 months. As to the age at which pupils in this standard obtained certificates of competency and certificates of proficiency respectively, no precise information is available; but the information deduced from Table D2 that 82·98 per cent. (82·45 in 1906) received one or other class of certificate—tends to show that of the pupils obtaining such a certificate the number over the age of fourteen years must be comparatively small.

In Table D4 are given the numbers of children receiving instruction in the several subjects. For the purpose of this return reading, spelling, writing, and composition are grouped together under the heading "English," and some other alterations are made which are rendered necessary by alterations in the programme prescribed. "Object-lessons," for instance, disappears, as it has disappeared from the syllabus of instruction, and its place is taken by "nature-study," which is here grouped with "elementary science," from which in general it is not to be distinguished.

TABLE D4.—NUMBER OF PUPILS INSTRUCTED IN SEPARATE SUBJECTS, DECEMBER, 1907.

Education Districts.	Numbers belonging at End of Year.	English.	Arithmetic.	Drawing.	Singing.	Physical Instruction.	Geography.	History.	Nature-study and Elementary Science.	Handwork.	Needlework.
Auckland	33,174	33,174	33,131	32,880	31,221	32,179	15,749	14,073	26,650	23,959	10,268
Taranaki	5,081	5,081	5,081	5,081	5,081	5,081	2,844	2,048	4,299	3,971	1,990
Wanganui	13,046	13,046	12,768	12,679	11,631	12,412	7,132	4,678	12,119	11,376	4,323
Wellington	16,470	16,470	16,304	15,996	15,681	16,066	9,212	7,572	15,190	13,832	6,681
Hawke's Bay	9,363	9,363	9,363	9,330	9,138	8,767	5,278	3,684	8,228	6,219	4,164
Marlborough	2,095	2,095	2,095	2,090	1,967	2,080	1,202	1,007	1,687	1,703	729
Nelson	5,473	5,473	5,473	5,154	5,164	5,206	2,980	2,212	4,278	3,738	2,399
Grey	1,784	1,784	1,768	1,700	1,713	1,691	893	709	1,543	881	607
Westland	1,019	1,019	984	883	694	928	524	310	902	505	319
North Canterbury ..	19,282	19,282	19,277	18,889	18,195	18,858	10,918	8,443	18,445	13,255	8,770
South Canterbury ..	5,285	5,285	5,285	5,172	4,946	5,250	2,575	839	4,309	3,878	1,981
Otago	19,183	19,183	19,183	19,183	19,183	19,183	10,621	8,982	16,511	13,823	7,684
Southland	9,816	9,816	9,816	9,598	9,475	9,703	5,605	4,521	8,499	8,374	3,874
Totals for 1907 ..	141,071	141,071	140,528	138,635	134,089	137,404	75,533	59,078	122,660	105,514	53,789
Totals for 1906 ..	139,302	139,302	139,155	137,549	131,885	135,363	78,212	59,873	120,833	98,465	53,901
Difference	1,769	1,769	1,373	1,086	2,204	2,041	−2,679	−795	1,827	7,049	−112

In English and arithmetic the numbers returned remain practically identical with the roll-numbers, following them in the upward grade; under the heading "physical instruction" a further increase is shown in the number receiving some definite course of training; and singing also includes a distinctly larger proportion of the whole. A large increase is again shown in the addition to the number reported as receiving instruction in handwork in various forms; the total number receiving instruction under this heading has now reached 74·79 per cent. of the total roll-number. The percentages of the numbers receiving instruction in nature-study and physical instruction were 86·95 and 97·40 respectively of the total roll-number. According to the returns, there is a fall in the numbers taking geography and history; but, as the figures now given correspond very closely with the numbers of pupils in the classes for which those subjects are prescribed, it is probable that previous returns were based upon estimates that were more or less inaccurate.

Public-school Teachers.

In December, 1907, there were employed on the primary staffs in the public schools of the Dominion 3,937 teachers; of these 3,287 were adults and 650 pupil-teachers: the corresponding numbers for December, 1906, were 3,201 adults and 671 pupil-teachers. Of the adult teachers at the end of 1907, 1,332 were men and 1,955 women; of the pupil-teachers, 172 were male pupil-teachers and 478 female pupil-teachers. The number of adult male teachers was 18 more, and of adult female teachers 68 more than in December, 1906. The number of male pupil-teachers increased by 19; but the number of female pupil-teachers decreased by 40.

Taking the schools above Grade 0 having only one teacher, we find that the average number of children per teacher—that is, per school—was 24·5. For all schools with two or more teachers the average number of pupils per adult teacher, if we reckon two pupil-teachers as one adult, was 40·7; and on the same basis the average for all schools of Grade 1 and upwards was 36·7.

TABLE E1.—SCHOOL STAFF, DECEMBER, 1907.*

Education Districts.	Number of Schools.†	Heads of School.		Sole Teachers.		Assistant Teachers.		Total Number of Adult Teachers.			Pupil-teachers.		Total.	Total Number of Adult Teachers and Pupil-teachers.	Yearly Average Attendance. (Mean of Totals for Four Quarters.)	Average Number of Pupils to One Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.				
Auckland	489	143	4	172	125	57	257	372	386	758	43	116	159	917	28,057	30·6
Taranaki	81	23	5	12	38	6	36	41	79	120	3	20	23	143	4,246	29·7
Wanganui ..	188	72	6	53	52	20	110	145	168	313	16	38	54	367	10,925	29·8
Wellington ..	164	60	6	32	59	40	138	132	203	335	15	70	85	420	14,007	33·4
Hawke's Bay ..	102	49	4	11	37	19	75	79	116	195	8	45	53	248	7,878	31·8
Marlborough ..	68	10	1	7	50	1	15	18	66	84	1	6	7	91	1,763	19·4
Nelson	119	27	4	16	65	6	46	49	115	164	1	25	26	190	4,682	24·6
Grey	32	6	3	2	21	1	15	9	39	48	1	5	6	54	1,460	27·0
Westland	35	5	..	3	26	1	7	9	33	42	..	3	3	45	903	20·0
North Canterbury ..	205	85	2	34	83	36	155	155	240	395	34	75	109	504	16,161	32·1
South Canterbury ..	77	24	2	17	33	8	40	49	75	124	8	14	22	146	4,506	30·9
Otago	232	93	..	36	103	49	177	178	280	458	26	33	59	517	16,958	32·8
Southland ..	171	46	6	35	81	15	68	96	155	251	16	28	44	295	8,479	28·7
Totals for 1907..	1,963	643	43	430	773	259	1139	1,332	1,955	3,287	172	478	650	3,937	120,026	30·5
Totals for 1906..	1,921	637	38	415	753	262	1096	1,314	1,887	3,201	153	518	671	3,872	121,958	31·5
Difference ..	42	6	5	15	20	−3	43	18	68	86	19	−40	−21	65	−1,932	−1·0

* Exclusive of secondary departments of district high schools. † See also details in Table A.

The ratio of male to female teachers (adults) for 1907 was 100 to 146, or, omitting teachers of schools of Grade 0, 100 to 124. In 1906 the number of female teachers increased by 52, and the number of male teachers by 12; the corresponding numbers for 1907 were 68 and 18 respectively. The figures given in the table show that for 1906 there was (including pupil-teachers) an increase of 42 women, and an increase of 14 men; for 1907 there was an increase of 28 women and 37 men.

The proportion of male pupil-teachers has steadily risen during the last five years. In 1902, the ratio of male pupil-teachers to female pupil-teachers was 1 to 4·22; in 1903, it was 1 to 3·76; in 1904, 1 to 3·51; in 1905, 1 to 3·50; in 1906, 1 to 3·39; and in 1907, 1 to 2·77. In other words, while the number of male pupil-teachers has increased by 20 per cent. (172 in 1907, as against 143 in 1902), the number of female pupil-teachers has decreased by about 29 per cent. (478 in 1907, as compared with 604 in 1902).

The total of all salaries and allowances at the rates paid at the end of the year was £499,418. This includes the salaries and lodging-allowances of pupil-teachers, as well as all salaries and house-allowances paid to adult teachers; the average rate per teacher, including pupil-teachers, was, therefore, £126 17s. 1d. A fairer idea could probably be gained by excluding teachers in grade "0" schools, and pupil-teachers, and by deducting all allowances in the case of adult teachers: it is then found that the average net salary of an adult male teacher was, in December, 1907, £192 9s. 3d., as compared with £189 18s. 2d. in 1906; average salary per woman teacher, £115 0s. 3d., as against £116 7s. 3d.; average salary for all adults, £148 17s. 7d., as against £149 3s. 7d. per teacher.

In addition to the teachers shown in Table E1, several Boards employed relieving-teachers, whose numbers and rates of salary are given in Table 1 in the Appendix.

TABLE E2.—TEACHERS, CERTIFICATED AND UNCERTIFICATED, 31ST DECEMBER, 1907.

Districts.	Certificated.			Uncertificated.				Grand Total.
	Adult Teachers.	Pupil-Teachers.	Total.	Holders of Licenses.	Other Teachers who have not yet complied with all the Conditions for Certificate.	Teachers who have no Examination Status.	Total.	
Auckland	576	3	579	41	21	120	182	761
Taranaki	85	..	85	6	13	16	35	120
Wanganui	213	..	213	15	20	65	100	313
Wellington	268	..	268	21	14	32	67	335
Hawke's Bay	147	3	150	6	2	40	48	198
Marlborough	26	..	26	8	8	42	58	84
Nelson	99	2	101	14	10	41	65	166
Grey	25	..	25	2	3	18	23	48
Westland	16	2	18	4	2	20	26	44
North Canterbury ..	349	3	352	17	9	20	46	398
South Canterbury ..	106	1	107	8	3	7	18	125
Otago	364	..	364	17	26	51	94	458
Southland	148	..	148	19	11	73	103	251
Total for 1907 ..	2,422	14	2,436	178	142	545	865	3,301
Total for 1906 ..	2,412	6	2,418	227	134	428	789	3,207
Total for 1905 ..	2,460	13	2,473	270	90	320	680	3,153
Total for 1904 ..	2,467	23	2,490	50	205	349	604	3,094

TABLE E3.—HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1907.

(Arranged according to Sex of Teachers and Class of Certificate.)

District.	Class A.			Class B.			Class C.			Class D.			Class E.			Total Certificate Holders.		
—	M.	F.	Total.	M.	F.	Total.	M.	F.	Total	M.	F.	Total.	M.	F.	Total	M.	F.	Total.
Auckland ..	6	1	7	11	2	13	59	6	65	208	133	341	28	136	164	312 [9]	278 [2]	590 [11]
Taranaki ..	..	..	..	1	1	2	6	3	9	23	21	44	6	24	30	36	49	85
Wanganui ..	5	..	5	6	2	8	18	5	23	72	37	109	16	60	76	117 [5]	104 [3]	221 [8]
Wellington ..	2	2	4	14	8	22	20	3	23	74	93	167	8	59	67	118 [7]	165 [8]	283 [15]
Hawke's Bay	1	..	1	8	1	9	4	1	5	53	43	96	10	32	42	76 [1]	77 [2]	153 [3]
Marlborough	..	..	..	..	..	..	1	1	2	10	7	17	1	6	7	12	14	26
Nelson ..	3	..	3	3	2	5	4	2	6	28	29	57	6	28	34	44 [1]	61 [3]	105 [4]
Grey	..	..	..	2	..	2	1	..	1	5	12	17	..	7	7	8 [1]	19 [1]	27 [2]
Westland ..	..	..	..	1	..	1	2	..	2	6	7	13	..	3	3	9 [1]	10	19 [1]
N. Canterbury	2	..	2	15	3	18	37	14	51	88	149	237	13	41	54	155 [6]	207 [4]	362 [10]
S. Canterbury	..	1	1	11	1	12	6	5	11	31	39	70	2	17	19	50 [4]	63 [2]	113 [6]
Otago.. ..	4	2	6	24	5	29	35	17	52	98	140	238	10	41	51	171 [6]	205 [6]	376 [12]
Southland ..	3	..	3	6	3	9	13	3	16	29	43	77	22	25	47	73 [1]	79 [3]	152 [4]
Totals ..	26	6	32	102	28	130	206	60	266	725	758	1,483	122	479	601	1,181 [42]	1,331 [34]	*2,512 [76]

NOTE.—Numbers in brackets represent secondary assistants included in other numbers.

* Fourteen certificated pupil-teachers included in this total.

Table E2 gives the number of certificated teachers in public schools, exclusive of those engaged in secondary schools or as special assistants in district high schools. From the table it will be seen that the teachers employed in primary-school work in the Dominion in December, 1907, numbered 3,301, or ninety-four more than in the year preceding. Of this total, 2,436 were fully certificated, while the comparatively large number of 865, or 26·2 per cent. of the whole, either possessed no recognised examination status or had not yet completed the necessary qualification.

Table E3 gives, with distinctions of sex, the numbers of all the holders of certificates of each class engaged in the public schools under the several Education Boards as at the 31st December, 1907.

For some years past it has been a matter of common remark that the proportion of uncertificated teachers has shown a decided tendency to increase, and upon the statistics disclosed in this connection have not uncommonly been based conclusions unfavourable to the conditions and prospects of the teaching profession. It has been said that the schools are now not so well served as in the past, that the conditions are not sufficiently good to retain the best teachers, that many in consequence have left the service for different occupations, and their places have been taken by others less fitted to fill their positions. The statistics cannot be disputed, but so pessimistic a view of their bearing omits to take account of some salient facts, in the light of which it may fairly be maintained that, far from justifying the conclusions drawn, what appears to point to a process of deterioration is really in large measure incidental to successive steps of educational progress, and is the direct outcome partly of more liberal conditions, partly of a better conception of the standard of education which should be expected in the Dominion from those entrusted with the work of the schools.

Up to the year 1902 the number of fully certificated teachers employed in the primary public schools showed year by year a steady increase in line with the increased attendance. The number then returned was 2,516, or 84 per cent. of the total. Thereafter the increase of uncertificated teachers, both relatively and absolutely, comes prominently into notice. In the annual reports regret has on several occasions been expressed at the tendency observed, and the explanation has been offered that the Teachers' Salaries Act of 1901 created such a large number of new adult positions that the supply of certificated teachers in the Dominion was inadequate to fill them. As under the schedule to that Act, on the school attendance then existing, and without regard to any natural increase, some 548 additional adult teachers were required, partly to take the place of pupil-teachers then materially reduced in number, it is manifest that this explanation is a sound one. Under the circumstances it was unavoidable that for years thereafter a number of uncertificated teachers should be appointed to occupy the vacant positions. This is not, however, by any means the whole explanation that may properly be given. At least two other important causes of wide-reaching effect have to be noted, in both of which the steps taken, as in the case of the Teachers' Salaries Act of 1901, have been without question steps of educational advance; yet both have had an obvious and immediate effect in swelling the ranks of the uncertificated. There is, in the first place, to be considered the large increase in small schools characteristic of recent years, the direct outcome of the much more liberal provisions now made for capitation payments in such cases. Many remote localities that under earlier conditions would have gone without any educational advantages whatever are now served by household or other schools of the smallest size. There has thus been brought into the service a considerable number of persons who, while ranked as teachers, and doing indubitably useful work in their position, do not and cannot be expected to possess any recognised teaching status. In such positions certificated teachers are in most cases out of the question; as a matter of necessity those to whom the benefits are extended must content themselves with something less, and within the limits of any possible scheme of payments it must ever be so.

A still more important and persistent cause, however, of the increased number and proportion of uncertificated teachers lies in the character of the certificate itself. For some years past the old Class E certificate, which once formed the ordinary qualification of a large proportion of teachers, has been dropped. Examinations are no longer held for certificates of this class, and fresh certificates of the kind are not issued, except in certain very exceptional circumstances. The result is that a large body of persons who under the older *régime* would have been returned as certificated, having just managed to secure a Class E qualification, now fall short of the requirements, and either obtain no recognised status at all, or at least receive only a license to teach. Some indication of this fact may readily be found in the very large increase during the last two or three years of the licenses issued, though the notable increase in this respect is subject also to other explanations which need not here be given. The importance of the factor to which attention is directed will probably best be judged by taking the records of the actual certificate issues in one or two typical years. Ten years ago, in 1897, out of 187 new certificates issued (exclusive of licenses), 109, or 58·28 per cent. of the number, were certificates of Class E; in 1903, out of 164 issued, 92, or 56·09 per cent. of the number, were of the same class; in 1907, out of 218 new issues, those of Class E numbered only 8, forming the practically negligible proportion of 3·67 per cent. of the total. Again, from a somewhat different point of view, of the 2,631 certificated teachers who were returned as in active service in various classes of schools in 1898, 972, or 36·9 per cent., were holders of certificates of Class E; from the latest returns in 1908, out of 2,815 certificated teachers so employed, 595, or only 21·1 per cent. of the number, held E certificates.

In the same connection attention may also be drawn to one or two other matters which have a bearing on the point in question. It should not be forgotten that the superannuation scheme, brought into being by the Act of 1905, has now the effect of withdrawing from active service at an earlier age a number of holders of certificates. The scheme came into operation on the 1st January, 1906, and under it up to the close of 1907 certificate-holders to the number of eighty-four have received retiring-allowances, relieving them of the necessity of struggling on in their declining years, as in the absence of any such provision they would probably in most cases have been obliged to do.

Further, it has also to be noted that the training colleges themselves, to which the country now looks for an adequate supply of fully qualified teachers, temporarily accentuated the shortage by retaining under their improved organization a very large proportion of their students for a two-years course of study.

On the whole, seen in the light of the explanations given, the figures under review bear a very different meaning from that suggested without critical inquiry. Through recent changes more teachers have been required, and, to a great extent, teachers of better attainment; and, if the facts observable are not yet all they should be, the outlook is in reality very far from unpromising. Never before have so many teachers been found making earnest efforts to improve their status. During the past two years the holders of Class C certificates in active service have more than doubled in number, and a largely increased proportion of those who have already obtained their "C" are looking towards a still higher class.

The following table, showing the class of certificate held by duly qualified teachers employed in all forms of public instruction from the year 1903, is given for further information, the estimate being made in each case as at the 30th June, the date of the annual *Gazette* notice:—

TABLE E4.—COMPARATIVE TABLE OF CERTIFICATES HELD BY TEACHERS EMPLOYED IN PUBLIC INSTRUCTION.

Class.	Number of Teachers in each Year.					
	1908.	1907.	1906.	1905.	1904.	1903.
A	94	87	86	83	75	71
B	232	208	201	198	190	177
C	415	294	197	172	151	160
D	1,479	1,593	1,650	1,499	1,251	1,412
E	595	642	721	794	907	909
Totals—						
Classes A, B, C, and D	2,220	2,182	2,134	1,952	1,667	1,820
Classes A, B, C, D, and E	2,815	2,824	2,855	2,746	2,574	2,729

TRAINING OF TEACHERS.

The four training colleges for teachers have now for some time been in active operation, and in only one of the four, where the accommodation has so far been limited, does the number of students fall materially below the full complement for which the colleges were intended to provide. At the close of the year the students in attendance numbered 253, of whom 61 were men and 192 were women, a proportion of 24·1 and 75·9 respectively. The corresponding total for the close of 1906 was 216, of whom 48 were male students. Among those attending during the year have also to be reckoned a few students who left before the close of the period either to go into active service under the Boards or for some other reason. The total provision in contemplation is for 80 students in each of the centres. Towards this number out of the total reported, Wellington contributes 78; Dunedin, 73; Christchurch, 66; and Auckland, 36.

The course of training extends over two years, but in the case of those who have already undergone a preliminary training as pupil-teachers, it has not always been deemed necessary to require the full period of attendance. In a very few instances, as has been determined in its discretion by the Board controlling the training college, an attendance of one year has been accepted; but the great bulk of the students remain for two years, and it is so intended. The students attending for the second year in 1907 numbered at Wellington, 46; at Dunedin, 41; at Christchurch, 34; at Auckland, 28: total, 149.

New training college buildings are now in course of erection at Auckland and Dunedin. An expenditure of £8,000 and £8,800 respectively has been authorised for the purpose, and requests for further sums to be expended in certain alterations or additions are under consideration. When these works are completed, with the necessary furnishings, the material equipment in the four centres should suffice for all present needs.

The amount paid during 1907 for the training of teachers was £34,875, made up as follows: Salaries of staffs of four training colleges, £12,414; students' allowances and University fees, £13,148; grants for special instruction in handwork, £1,895; railway fares of teachers in training and for Instructors, £5,564; alterations to buildings, Wellington (balance), £632; on account of buildings, Auckland, £987; for library books, Auckland, £100; and apparatus, &c., Christchurch, £135. It must be remembered, however, that £12,414 of this total provides not only for the efficient training of over two hundred and fifty teachers, but the instruction of over fifteen hundred children in attendance at the practising schools.

The reports of the several training colleges are printed in a separate paper (E.-1c).

TEACHERS' SUPERANNUATION.

The number of contributors to the fund on the 31st March, 1908, was 2,882, being an increase of 70 above the number on the register on the 31st March, 1907. Of this number, 2,505 were original members and 377 ordinary members—that is, persons who were first permanently employed after the date of the coming into operation of the Act. Details are given in the following table:—

STATEMENT OF MEMBERSHIP AS FROM THE 1ST JANUARY, 1906.

Original Members.			Ordinary Members.			Total Number at End of Year.	
Admitted.	Left.	Number at End of Year.	Admitted.	Left.	Number at End of Year.	Number.	Year ending.
2,720	127	2,593	219	..	219	2,812	31st March, 1907.
50	138	2,505	197	39	377	2,882	" 1908.

It is found on comparison of the number of *original* contributors at the 31st March, 1907, with the number as at 31st March, 1908, that, as a net result of the admissions to and withdrawals from the fund during the year, there is a decrease of 27 contributors whose contributions were at the rate of 5 per cent., 21 at 6 per cent., 16 at 8 per cent., 11 at 9 per cent., and 17 at 10 per cent.; while there was an increase of 4 at 7 per cent.: the net totals showing a *decrease* of 88 in the number of original contributors. A similar comparison of the number of *ordinary* contributors shows a net increase of 120 at 5 per cent., 11 at 6 per cent., 9 at 7 per cent., 11 at 8 per cent., 3 at 9 per cent., and 4 at 10 per cent.: a total net *increase* of 158 ordinary members. It will be observed that the decrease relates to "original" members on account of whom a greater liability is attached to the fund than in the case of ordinary members. Details are given in the following table:—

STATEMENT OF CONTRIBUTORS ON THE REGISTER AS AT 31ST MARCH, 1908, grouped according to Rate of Contribution per Cent. of Salary.

Contribution per Cent. of Salary (Date when First Contribution became payable).	Original Members.			Ordinary Members.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
5	361	554	915	91	171	262	452	725	1,177
6	175	239	414	10	25	35	185	264	449
7	212	197	409	10	24	34	222	221	443
8	181	115	296	10	12	22	191	127	318
9	145	71	216	5	11	16	150	82	232
10	229	26	255	7	1	8	236	27	263
Totals ...	1,303	1,202	2,505	133	244	377	1,436	1,446	2,882

The aggregate annual rate of salaries of the contributors to the fund on the 31st March, 1908, was £446,607, as compared with £426,855 as at the end of the previous year, and the annual rate of contributions increased from £32,048 to £32,870, the actual amount of contributions received during the year being £32,676. Details are given in the following table:—

STATEMENT OF CONTRIBUTORS showing Annual Rates of Salaries and Contributions as at 31st March, 1908.

—	Number.			Annual Salary.	Annual Contributions.
	M.	F.	Total.	£ s. d.	£ s. d.
Contributors at 31st March, 1907 ...	1,427	1,385	2,812	426,855 0 0	32,048 0 0
New contributors entered during the year	84	163	247	34,600 0 0	1,860 0 0
Increase in salaries and contributions by promotion during the year	...	...	...	14,446 0 0	914 0 0
Totals	1,511	1,548	3,059	475,901 0 0	34,822 0 0
Contributions discontinued during the year by resignations, &c.	50	91	141	19,595 0 0	1,363 18 0
Number of informal applications registered in error and now cancelled	25	11	36	...	...
Decrease in salaries and contributions during the year	...	...	...	9,699 0 0	588 0 0
Totals at 31st March, 1908 ...	1,436	1,446	2,882	446,607 0 0	32,870 2 0

PROGRESS OF CONTRIBUTORS SINCE DATE OF ESTABLISHMENT OF THE FUND (1st January, 1906, to 31st March, 1908).

——	Number.			Annual Salary.	Annual Contributions.
	M.	F.	Total.		£ s. d.
Total entered (including increases in salary and contributions)	1,562	1,588	3,150	493,996	36,426 0 0
Total discontinued (including reductions in salary and contributions)	126	142	268	47,389	3,555 18 0
Total existing at 31st March, 1908 ...	1,436	1,446	2,882	446,607	32,870 2 0

The number of contributors to the fund who, having attained the statutory age of retirement, are still employed in the Education service shows a decrease of two since the end of the previous year:—

CONTRIBUTORS OF THE STATUTORY AGE OF RETIREMENT.

Age: Years.	As at 31st March, 1908.			As at 31st March, 1907.		
	M.	F.	Total.	M.	F.	Total.
65–66	6	...	6	2	...	2
66–67	1	...	1	4	...	4
67–68	2	...	2	1	...	1
68–69	1	...	1	2	...	2
70–71	1	...	1	2	...	2
60–61	...	...	...	...	...	...
61–62	...	...	...	...	1	1
62–63	...	...	...	...	1	1
Totals	11	...	11	11	2	13

Particulars of retirements from the fund are given in Table I of the Appendix of E.-14.

Of the number of contributors who retired during the year 24 (including 4 "medically unfit" cases) were granted annual allowances aggregating £1,389 10s. Six widows and 8 children, the representatives of 6 contributors who died, were granted annual allowances (£212), and also a refund of the contributions (£132 9s. 9d.). The total number of retired contributors on account of whom annual allowances were granted during the year was therefore 30. Four contributors whose length of service was not over fifteen years retired as being "medically unfit for further duty": In each of these cases, a sum equal to one-twelfth part of the total salary received by them during all the years of their service prior to the 1st January, 1906, was granted, together with a refund of their contributions to the fund. The total amounts were £212 10s. 1d. and £21 9s. 9d. respectively: total, £233 19s. 10d. Seven contributors died before entering upon pension, and their contributions to the fund, amounting to £87 4s. 3d., were paid to their legal representatives. To 100 contributors who voluntarily retired from the Education service before becoming entitled to participate in the benefits of the fund contributions amounting to £1,014 10s. 1d. were returned. The total number of contributors who retired from the Education service during the year was 141.

Particulars regarding the retiring-allowances current at the end of the year are given in Table 2 of the Appendix of E.-14.

Five pensioners died during the year, of whom 4 left widows, and 2 children under the age of fourteen years, to whom annual allowances were granted. Three children attained the age of fourteen years, and their allowances consequently ceased.

The balance to the credit of the fund is £62,222 11s., and of this sum £48,100 has been invested on mortgage—£37,100 at 4½ per cent., and £11,000 at 5 per cent. The balance, £14,122 11s., bearing interest at 4 per cent., is awaiting investment by the Public Trustee.

SCHOOL BUILDINGS.

The vote for maintenance of school buildings, which was charged entirely to the Consolidated Fund, was distributed, as in the previous year, in accordance with the report of the Select Committee on Education set up by the House of Representatives in the session of 1903—namely, as follows:—

(*a*.) The basis for the distribution of the amounts available for the ordinary repair and maintenance of schools and residences (including replacement of worn-out buildings) was the present current cost of the construction of such buildings, estimated to be £1,366,250 (£1,229,100 for wooden buildings and £137,150 for those of brick or stone).

(b.) The grants to Boards included an allowance for maintenance of wooden buildings—schools and residences—at the rate of 3 per cent. of the cost of construction; for maintenance of brick or stone buildings, 2 per cent.; for replacing worn-out wooden school buildings, 2, 5, or 10 per cent., according to age of buildings—twenty to twenty-five years, twenty-five to thirty years, or over thirty years, as the case might be; no allowance was made for the replacement of worn-out residences.

It is thus shown that the grants made for replacing worn-out wooden buildings (exclusive of residences) assume an average age for such buildings of thirty-six and a half years, or rather less than the duration shown by returns made by the Boards four years ago. The difference is in favour of the Boards, for in the computation adopted, by the time a school is thirty-six and a half years old, a Board will have received an amount for rebuilding it equal to the whole cost of its replacement.

The actual distribution of the vote for maintenance of school buildings was as follows: For maintenance and replacement—Auckland, £12,100; Taranaki, £2,058; Wanganui, £4,340; Wellington, £4,895; Hawke's Bay, £3,546 18s.; Marlborough, £859; Nelson, £2,986; Grey, £967; Westland, £1,030; North Canterbury, £8,226; South Canterbury, £2,562; Otago, £9,089; Southland, £4,611: total, £57,269 18s. For rents: Auckland, £953 19s. 8d.; Taranaki, £133 7s. 6d.; Wanganui, £3 16s. 8d.; Wellington, £1,033 3s. 5d.; Hawke's Bay, £74 7s. 9d.; Otago, £80 7s.: total, £2,279 2s.

For the purpose of replacing schools or school property damaged or destroyed by fire, £304 13s. was paid to Auckland, £4 to Taranaki, £664 17s. 6d. to Wellington, £94 16s. to Hawke's Bay, £295 to Southland; total, £1,363 6s. 6d. The basis of the payments for the reinstatement of buildings destroyed by fire was—for buildings not over twenty years old, the full cost at present current rates; and for other buildings the same, less the amount which the Government is presumed to have paid towards their rebuilding (included in the ordinary grants for maintenance and replacement as explained above).

Special grants amounting to £34,978 19s. 10d. for additions to schools, rendered necessary by increased attendance, and for new school buildings and teachers' residences were made as follows:—

Additions.—Auckland, £3,356 17s. 9d.; Taranaki, £647 5s.; Wanganui, £1,196 7s. 6d.; Wellington, £680; Hawke's Bay, £70; Marlborough, £100; Nelson, £2,060 19s. 6d.; North Canterbury, £1,353 16s. 11d.; South Canterbury, £100; Otago, £1,110; Southland, £1,368 14s.: total, £12,044 0s. 8d.

New Schools.—Auckland, £4,132 8s. 7d.; Taranaki, £358 0s. 7d.; Wanganui, £1,368 19s. 8d.; Wellington, £1,660; Hawke's Bay, £2,412 2s. 9d.; Marlborough, £364; Nelson, £586 13s. 6d.; Westland, £352 5s. 9d.: North Canterbury, £1,040 6s. 6d.; Otago, £2,745; Southland, £376: total, £15,395 17s. 4d.

Residences.—Auckland, £1,378; Taranaki, £893 15s.; Wanganui, £768 2s. 4d.; Wellington, £1,303 11s.; Hawke's Bay, £695 13s. 6d.; Marlborough, £400; South Canterbury, £700; Otago, £540; Southland, £860: total, £7,539 1s. 10d.

FINANCES OF EDUCATION BOARDS.

Table F1 is an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1907. These are tabulated in detail on pages 6 and 7 of the Appendix, and the annual reports of the several Boards, with their statements of receipts and expenditure, are also printed in the Appendix with full detail.

Comparing the figures in Table F1 with those for the previous year, we find that the expenditure on teachers' salaries was £484,673 6s. 10d., as against £472,152 17s. 11d. for 1906, an increase of £12,540, due to increase in the number of schools. There has also been considerable increase in expenditure for training of teachers, due mainly to further extension of the work of the four training colleges; and for manual and technical instruction, due to the increase in the number of classes and in the attendance.

The percentage of the several Boards' income expended on administration (including in this term all the items which are included under that heading in Table F1—viz., salaries of office staffs, Inspectors, Truant Officers, &c., and the ordinary office contingencies—but excluding the incidental expenses of schools) was as follows: North Canterbury 3·6 (3·4); Auckland, 4·4 (3·9); Otago, 4·5 (4·2); Hawke's Bay, 4·6 (4·2); Wanganui, 4·7 (4·1); Wellington, 4·9 (4·0); South Canterbury, 5·1 (4·8); Southland, 5·3 (4·4); Taranaki, 5·8 (5·4); Nelson, 6·7 (6·2); Grey, 7·4 (6·9); Marlborough, 7·8 (6·3); Westland, 9·4 (7·9). The figures in brackets are last year's percentages. The mean of the percentages for the last three years (1905–7) gives North Canterbury, 3·7; Auckland, 4·2; Hawke's Bay, 4·3; Otago, 4·5; Wellington, 4·6; Wanganui, 4·7; Southland, 5·1; South Canterbury, 5·3; Taranaki, 5·8; Nelson, 6·4; Marlborough, 7·3; Grey, 7·5; Westland, 9·2.

TABLE F1.—ABSTRACT OF THE RECEIPTS AND EXPENDITURE OF EDUCATION BOARDS, 1907.

Receipts.				£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907 ..				59,075	8	11	Boards' administration	37,831	18	1
Rents from reserves ..	£47,385	4	8				Teachers' and pupil-teachers' salaries, and pupil-teachers' lodging-allowances	484,673	6	10
Balance of grants for salaries of teachers and pupil-teachers ..	437,684	15	10				Incidental expenses of schools (including £4,585 3s. 2d. paid over to School Committees out of special capitation provided by Government for the purpose)..	38,319	19	7
Allowance at £250 and capitation	74,004	13	3				Salaries of relieving-teachers	4,035	11	8
Other grants	27,675	15	8				Scholarships and secondary education ..	32,465	14	9
Total for maintenance	586,750	9	5				Training of teachers	20,086	1	9
Scholarships and salaries of staffs of secondary departments of district high schools	30,440	10	1				Manual and technical instruction ..	43,461	15	1
Manual and technical instruction	31,126	18	6				Buildings, house allowances, sites, &c. ..	131,228	12	4
Buildings and teachers' house allowances ..	127,610	6	1				Refunds and sundries	5,669	15	2
Total from Government	..			775,927	19	1	Balance, 31st December, 1907	50,178	1	11
Local receipts—										
Fees, donations, &c. ..	8,684	6	0							
Interest, rents, &c. ..	3,640	17	2	12,325	3	2				
Refunds, fines, &c. ..	..			622	6	0				
				£847,950	17	2		£847,950	17	2

It has been usual to consider separately the funds granted to the Boards for building purposes and those granted for general purposes, and to give separate summaries of the assets and liabilities on each account. Table F2 is a summary of the assets and liabilities on the General Account. It shows that the balances have decreased by £386 (from £25,292 in 1906 to £24,906 in 1907), and that the deficits have increased by £790 (from £149 in 1906 to £939 in 1907), making a total decrease of £1,176 on the year's transactions.

TABLE F2.—GENERAL ACCOUNT: ASSETS AND LIABILITIES OF BOARDS ON 31ST DECEMBER. 1907.

Education Districts.	1907.							1906.	
	Assets and Deficits.			Liabilities and Balances.					
	Cash.	Due from all Sources	Deficits.	Over-drafts.	Due to Government.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£	£
Auckland ..	761	8,156	..	..	1,781	1,727	5,409	..	7,493
Taranaki ..	..	1,257	..	3	..	829	425	..	915
Wanganui ..	..	3,911	..	1,197	353	1,259	1,102	..	897
Wellington ..	2,179	2,687	..	..	647	2,111	2,108	..	3,561
Hawke's Bay ..	4,202	1,264	..	..	1,119	600	3,747	..	2,180
Marlborough ..	..	506	180	116	..	570	..	..	220
Nelson	..	1,059	598	754	635	268	..	..	148
Grey	..	529	161	460	88	142	..	149	..
Westland ..	..	252	..	68	..	55	129	..	100
North Canterbury	5,969	3,388	..	..	4,880	2,878	1,599	..	2,121
South Canterbury	2,441	941	..	..	1,147	653	1,582	..	1,797
Otago	7,605	2,146	..	..	3,787	76	5,888	..	4,258
Southland ..	3,005	2,205	..	..	1,572	721	2,917	..	1,602
Totals ..	26,162	28,301	939	2,598	16,009	11,889	24,906	149	25,292

The Buildings Account contains the moneys granted for the general maintenance and upkeep (including replacement) of the school buildings as described in the preceding section of this report, and also the funds provided specially for the erection of new schools and the enlargement of existing schools when necessary to accommodate increased attendance, and of teachers' residences. Table F3 is a summary of the assets and liabilities on the Buildings Account. It shows that the balances have decreased by £4,077.

TABLE F3.—BUILDINGS ACCOUNT: ASSETS AND LIABILITIES OF BOARDS ON 31ST DECEMBER, 1907.

Education Districts.	1907.						1906.	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Over-drafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	19,179	12,407	..	..	6,945	24,641	..	25,538
Taranaki	..	2,066	..	123	1,355	588	..	1,266
Wanganui	..	9,739	..	3,935	4,388	1,416	..	142
Wellington	..	5,601	..	2,737	2,257	607	..	271
Hawke's Bay	..	5,987	..	813	2,761	2,413	..	2,971
Marlborough	643	923	..	..	582	984	..	956
Nelson	1,739	2,787	..	..	2,234	2,292	..	3,982
Grey	334	617	..	..	219	732	..	914
Westland	..	1,472	..	67	232	1,173	..	967
North Canterbury	4,157	6,505	..	..	5,134	5,528	..	5,491
South Canterbury	2,314	3,630	..	..	2,420	3,524	..	3,796
Otago	2,141	13,165	..	..	10,103	5,203	..	5,553
Southland	3,782	3,824	..	..	2,439	5,167	..	6,498
Totals	34,289	68,723	..	7,675	41,069	54,268	..	58,345

The establishment of a special fund for the maintenance of school buildings was effected in 1904. On the 17th February, 1904, the following circular was issued to the Boards:—

> "The ordinary grants for school buildings have been distributed in accordance with column 10 of the table accompanying the report of the Education Committee of the House of Representatives, 1903. In future it is the intention of the Government to follow the recommendation of the Education Committee in regard to the distribution of the building votes, and I have further to ask that the moneys thus distributed shall be expended in strict accordance with the recommendations of the Committee, and with the appropriation of Parliament. Accordingly, the purposes for which this grant (the 'ordinary grant') is available are as follows:—
>
> "Maintenance, renewal, and rebuilding of school buildings (including apparatus, fencing, furniture, &c.);
>
> "Maintenance of school residences;
>
> "Rent of buildings used for school purposes."

In January, 1905, another circular was issued in the same terms; but, following upon the report of the Education Committee dated the 2nd November, 1904, it contained the following additional statement of the objects on which the grant could be expended:—

> "Small Alterations and Additions: The total amount expended for all schools in the district under this head in any calendar year not to exceed 7 per cent. of the ordinary grant for school buildings, and the additional floor-space provided in any one school or residence out of the same vote in any calendar year not to exceed 400 square feet."

In February, 1908, the circular took the following form:—

> "The ordinary grants for school buildings are distributed out of an item which is thus described in the vote for school buildings, Consolidated Fund: 'Grants to Education Boards for general maintenance of school buildings, additions to buildings, alterations, rebuilding, furniture, fittings, sites, fencing, rents, &c.'

"The amount allotted to your education district for the current year is £ .

"This grant is made to the Board primarily for the following purposes:—

"(*a.*) To provide for maintenance and repair of school buildings, furniture, fittings, &c.

"(*b.*) To meet the cost of rebuilding worn-out schools, and of replacing worn-out furniture, fittings, fencing, &c.

"(*c.*) To provide for all new furniture and fittings required by increase of attendance at existing schools, or by the establishment of small or temporary schools not provided for by special grant.

"The Board, after having made due provision for the requirements named above, may, at its discretion, devote the whole or part of the balance of the grant to other purposes named in the vote; but the amount expended upon additions in any year is not to exceed 7 per cent. of the grant for the year, and the additional floor-space provided in any one school or residence during the year is not to exceed 400 square feet."

For the replacement of schools destroyed by fire special provision is made in accordance with the report of the Education Committee.

A further examination has been made into the condition of the Maintenance Fund so far as it can be ascertained from the various returns rendered by the Boards to the Department. One of these returns purports to give the result of the year's transactions on the various special accounts, and from this the following summary of the assets and liabilities of the Maintenance Fund has been compiled.

TABLE F4.—SCHOOL BUILDING MAINTENANCE ACCOUNT: ASSETS AND LIABILITIES.

—	1906.			1907.		
	Balances.	Assets.	Total.	Balances.	Assets.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	9,136 15 3	1,247 13 5	10,384 8 8	10,017 13 0	2,517 0 0	12,534 13 0
Taranaki	2,376 6 11	*Dr.* 165 0 0	2,211 6 11	1,637 6 8	*Dr.* 42 0 0	1,595 6 8
Wanganui	6,390 15 1	621 17 5	7,012 12 6	7,738 19 7	2,206 9 10	9,945 9 5
Wellington ..	5,028 15 4	1,131 18 6	6,160 13 10	5,732 15 3	1,912 6 9	7,645 2 0
Hawke's Bay ..	6,598 5 11	639 10 0	7,237 15 11	7,084 7 10	961 14 0	8,046 1 10
Marlborough ..	2,230 12 2	248 0 0	2,478 12 2	1,992 1 6	486 5 5	2,478 6 11
Nelson	4,864 3 7	*Dr.* 455 10 8	4,408 12 11	2,798 3 10	*Dr.* 378 3 6	2,420 0 4
Grey	699 13 5	214 7 6	914 0 11	650 7 2	497 14 7	1,148 1 9
Westland	902 18 2	272 0 0	1,174 18 2	*Dr.* 67 3 8	630 0 0	562 16 4
North Canterbury ..	11,865 12 8	*Dr.* 461 10 6	11,404 2 2	11,184 11 3	2,106 2 8	13,290 13 11
South Canterbury ..	2,082 17 5	1,713 7 10	3,796 5 3	2,697 19 5	*Dr.* 234 5 6	2,463 13 11
Otago	10,294 15 10	1,227 10 0	11,522 5 10	10,566 4 2	2,091 4 3	12,657 8 5
Southland ..	8,392 8 5	1,459 0 0	9,851 8 5	7,352 1 5	1,188 7 2	8,540 8 7
Totals, 1907 ..	70,864 0 2	7,693 3 6	78,557 3 8	69,385 7 5	13,942 15 8	83,328 3 1
Totals, 1906 ..	..	..	..	70,864 0 2	7,693 3 6	78,557 3 8
Difference ..	..	..	..	−1,478 12 9	6,249 12 2	4,770 19 5

According to this statement, the Boards should have had on the Maintenance Account, at the end of 1907, a cash balance of £69,385. Of course, no such fund is in existence. The total cash in hand on all accounts was only £50,178 [Table F.–1], while on the joint Buildings Account it was £26,614 [Table F.–3], or, deducting £19,339, the unexpended balance of the special donation of £20,000 referred to in last year's report [E.–1, 1907] as having been paid to the Auckland Education Board for the purposes of erecting a technical college, £7,275. The account for new buildings shows a deficit of £42,771. It is evident that the restrictions with which it was intended to invest the funds granted for maintenance purposes have not been effective. In the case of two Boards, the proposal to transfer £12,925 [£8,471 and £4,454] from the Maintenance Account to the Account for New Buildings has not been given effect to in compiling these tables, the proposal being contrary to the terms of the circular memorandum referred to above, and also the Education Committee's Reports of 1903 and 1904.

To sum up, for many years the Boards have been receiving large grants of money for the maintenance of school buildings; for the last four years these grants have been specially earmarked for repairs and for the rebuilding of worn-out schools. Presumably, about half the amount of the grants has been used for repairs, and a few schools have been rebuilt; but the unspent balance of the grants, according to the accounts of the Boards, should show nearly £70,000 now available to meet the cost of rebuilding a large number of schools which must, in the interests of health and efficiency, be soon replaced. Owing to neglect of the conditions on which the grants were given, or to other causes not easily traced, about £62,000 of this reserve fund has disappeared, leaving only £7,000 in hand to meet an imminent necessary expenditure of ten times that amount. The position is one that calls for serious consideration.

EDUCATION RESERVES.

Table G1 is a summary of the accounts of the School Commissioners, which are given in full in the Appendix.

TABLE G1.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

Provincial Districts.	Income for the Year 1907.					
	Balances on 1st January, 1907.	Receipts during Year.				Total.
		Primary Reserves.	Secondary Reserves.	Investments and Deposits.	Sundries.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	141 15 10	4,693 7 1	1,036 18 3	149 4 5	2 0 0	6,023 5 7
Taranaki	1,651 5 9	3,093 11 11	383 19 3	24 11 11	165 6 0	5,318 14 10
Wellington.. ..	679 1 0	6,356 9 5	965 5 2	80 2 6	34 18 0	8,115 16 1
Hawke's Bay ..	757 14 2	3,998 2 6	1,020 10 2	17 13 9	271 17 6	6,065 18 1
Marlborough ..	114 18 6	269 0 0	36 10 0	..	..	420 8 6
Nelson	170 5 5	911 8 4	372 9 8	..	..	1,454 3 5
Westland	96 13 2	178 3 9	176 14 2	..	..	451 11 1
Canterbury.. ..	2,560 16 5	19,108 17 4	..	8 6 9	..	21,678 0 6
Otago	7,327 5 0	13,597 10 6	927 4 9	2,428 16 11	4,601 11 0	28,882 8 2
Totals for 1907..	13,499 15 3	52,206 10 10	4,919 11 5	2,708 16 3	5,075 12 6	78,410 6 3
Totals for 1906..	7,894 13 3	49,628 15 11	4,401 12 5	7,222 4 7	1,512 13 9	70,159 19 11

Provincial Districts.	Expenditure for the Year 1907.						
	Office Expenses and Salaries.	Other Expenses of Management	Paid for Primary Education.	Paid for Secondary Education.	Investments and Refunds.	Balances on 31st December, 1907.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	183 9 0	429 4 9	3,828 0 0	852 10 6	158 3 0	571 18 4	6,023 5 7
Taranaki	162 7 6	442 11 0	2,100 0 0	300 0 0	211 3 11	2,102 12 5	5,318 14 10
Wellington.. ..	416 12 10	134 1 3	5,800 0 0	800 0 0	..	965 2 0	8,115 16 1
Hawke's Bay ..	136 10 0	197 13 4	3,650 0 0	942 0 0	..	1,139 14 9	6,065 18 1
Marlborough ..	25 0 0	6 3 0	240 0 0	..	30 0 0	119 5 6	420 8 6
Nelson	54 6 4	26 1 6	749 12 0	290 0 0	..	334 3 7	1,454 3 5
Westland	44 11 10	71 7 7	..	200 0 0	..	135 11 8	451 11 1
Canterbury ..	554 2 6	29 10 6	18,000 0 0	..	104 14 10	2,989 12 8	21,678 0 6
Otago	631 13 1	1,831 8 0	13,017 12 8	969 3 1	8,191 5 0	4,241 6 4	28,882 8 2
Totals for 1907..	2,208 13 1	3,168 0 11	47,385 4 8	4,353 13 7	8,695 6 9	12,599 7 3	78,410 6 3
Totals for 1906..	2,374 7 1	2,343 9 9	47,406 2 11	3,700 15 9	835 9 2	13,499 15 3	70,159 19 11

Provincial Districts.	Assets and Liabilities, 31st December, 1907.						
	Balances of Accounts.	Arrears of Rent and Interest due.	Total Assets.	Amounts due to Capital Account.	Other Liabilities.	Balance of Assets.	Balance of Liabilities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ..	657 10 2	1,078 12 11	1,736 3 1	..	18 10 0	1,717 13 1	..
Taranaki ..	2,112 13 5	1,065 17 4	3,178 10 9	..	23 8 11	3,155 1 10	..
Wellington ..	975 2 0	135 5 2	1,110 7 2	532 4 1	10 0 0	568 3 1	..
Hawke's Bay ..	1,234 14 9	334 14 10	1,569 9 7	685 4 6	145 0 0	739 5 1	..
Marlborough ..	119 5 6	142 18 6	262 4 0	..	..	262 4 0	..
Nelson ..	334 3 7	362 2 11	696 6 6	..	..	696 6 6	..
Westland ..	135 11 8	128 11 3	264 2 11	..	..	264 2 11	..
Canterbury ..	2,989 12 8	1,978 12 1	4,968 4 9	278 10 7	45 0 0	4,644 14 2	..
Otago	43,908 18 0	2,954 14 4	46,863 12 4	..	456 5 3	46,407 7 1	..
Totals for 1907	52,467 11 9	8,181 9 4	60,649 1 1	1,495 19 2	698 4 2	58,454 17 9	..
Totals for 1906	50,660 8 5	8,789 14 10	59,400 3 3	784 16 7	619 6 3	57,996 0 5	..

The payments made to Education Boards for primary education out of the proceeds from education reserves in 1907 amounted to £47,385 4s. 8d., as compared with £47,406 2s. 11d. for the previous year. The revenues of the Boards are not, however, increased thereby, as equal amounts are deducted from the grants otherwise payable by the Government. The payments for primary education were distributed among the several Education Boards as follows: Auckland, £3,588 15s.; Taranaki, £1,424 3s. 6d.; Wanganui, £2,725 3s. 2d.; Wellington, £3,750 13s. 4d.; Hawke's Bay, £3,889 5s.; Marlborough, £240; Nelson, £635 4s.; Grey, £88; North Canterbury, £14,586 3s.; South Canterbury, £3,440 5s.; Otago, £9,196 10s. 7d.; Southland, £3,821 2s. 1d. The payments for secondary education from reserves under the control of the School Commissioners amounted to £4,353 13s. 7d., as compared with £3,700 15s. 9d. for 1906. This money is distributed by the Commissioners among the governing bodies of secondary schools in the provincial district in proportion to the number of pupils in average attendance at these secondary schools, exclusive of those in any preparatory department.

Table G2.—Income and Cost of Administration of School Commissioners.

Provincial District.	Total Income for the Ten Years 1898-1907 inclusive.	Cost of Administration for the Ten Years 1898-1907.	Cost of Administration Per Cent. of Income.
	£	£	£
Auckland	44,681	3,542	7·93
Taranaki	34,948	4,124	11·80
Wellington	54,311	4,786	8·81
Hawke's Bay	43,759	2,846	6·50
Marlborough	3,366	303	9·00
Nelson	12,466	807	6·47
Westland	3,673	992	27·01
Canterbury	177,277	6,207	3·50
Otago	197,638	15,091	7·64
Totals for 1898-1907	572,119	38,698	6·76
Totals for 1897-1906	556,071	38,212	6·87

Table G2 shows the total income from education reserves for the ten years, 1898–1907, and the cost of administration by the School Commissioners for the same period. In comparing these figures with those for 1897–1906, published in last year's report, it will be seen that the total income amounted in the last ten years to £572,119, as against £556,071 for 1897–1906, an increase of £16,048. The percentage of cost of administration shows a slight decrease, 6·76, as compared with 6·87. It may be noted, however, that in Westland more than a quarter of the total income for the last ten years has been absorbed by the expenses of administration.

The School Journal.

Although the powers of an Education Board in prescribing the school-books to be used in the district under its control are limited by the provisions of an Order in Council, considerable diversity nevertheless exists in the text-books used in the several districts, and parents have complained that removal from one education district to another, and even from one school to another, frequently involves the purchase of an entirely new set of school-books. In order to alleviate such a hardship, and with a view to relieving parents generally of part of the cost of providing books, it was decided in 1906 that the Department should publish a *School Journal* for free distribution to schools.

The *School Journal* is published in three parts—viz., Part I (sixteen pages), for Classes I and II; Part II (sixteen pages), for Classes III and IV; and Part III (thirty-two pages), for Classes V and VI. Public schools, Native schools, and special schools (such as industrial schools) are supplied with free copies, and a fair number of private and secondary schools purchase copies at the rate of ½d. per copy for Part I, and 1d. for Parts II and III.

The first number was issued in May, 1907. As the long recess falls in midsummer, there are no issues in December and January, but the November number is considerably enlarged to provide reading matter till the schools close.

Schools are supplied with sufficient copies to provide for every child on the rolls of the various classes one copy of the appropriate part of the *Journal*, Part I, II, or III, as the case may be. Including purchases, the present distribution is: Part I, 37,806 copies; Part II, 37,502; Part III, 30,128.

The earlier issues were not illustrated, but as time went on the necessity for illustrations became more and more felt. Accordingly, early this year, the Department began to insert frequent illustrations wherever the occasion warranted. In addition to those contained in the *School Journal*, pictures and prints illustrating history, geography, nature-study, &c., are being issued separately on cards. Up to the present a set of historical pictures, twenty prints of native plants, and eight prints illustrating New Zealand geography have been supplied to public, Native, and special schools, and, with the exception of the historical pictures, of which a sufficient supply was not available, to public secondary schools.

MILITARY AND PHYSICAL DRILL: PUBLIC SCHOOL CADETS.

The Education Act provides that "in public schools provision shall be made for the instruction in military drill of all boys"; and it is declared to be the duty of the Board in each district "to cause physical drill to be taught to all boys and girls over the age of eight years attending the public schools in the district." The number of children returned as receiving instruction in drill in the public schools of the Dominion at the end of the year was 137,404. The term "drill" here must be taken to include physical and disciplinary exercises.

There were on the 31st March, 1908, 185 cadet companies, 111 detachments. and 14 sections, with a total strength of 15,183 members, equipped with the "model rifles" (dummies) which have been imported by the Department for purposes of drill, and with a percentage of miniature Martini-Henry rifles for target practice. Details of the number of cadet companies in the several districts are given in E.-1D. The number of battalions formed was 31.

At the end of the year the companies in the North and South Islands respectively, exclusive of those attached to District High Schools, competed for two challenge shields presented by the Government. The conditions were that each competing squad should consist of ten cadets, all belonging to the same company or detachment; each company to have seven shots at 100 yards (standing), 150 yards (kneeling), and 200 yards (lying), the local range being used in each case. The North Island shield was won by the Dannevirke North No. 1 Company (Hawke's Bay), with a score of 752 out of a possible 840; the South Island shield was won by the Oamaru North Company (Otago) with a score of 705. Details of the scores of the first six companies in each Island are given in Table I, E.-1D. This table also contains the results of the competitions for the valuable prizes presented by the Weekly Press Company (Christchurch) and the Colonial Ammunition Company (Auckland).

During the summer of 1907–8 five camps were held, eight battalions, with a total strength of all ranks of 1,947, being represented. A capitation allowance of 3s. 6d. per head is provided by the Department towards the expenses of these camps, together with the loan of necessary equipment.

For the encouragement of rifle practice by the cadet companies in the Auckland Education District Mr. Henry Brett, proprietor of the *Evening Star*, Auckland, very generously presented the Department with a silver shield and medals. The Thames Battalion was presented by private benefactors with a belt, medals, and stars for competition by the cadets. As mentioned in previous reports, other districts have also received valuable prizes for local competition.

The expenditure for the year 1907 was £9,779 13s. 1d., made up as follows:—

	£ s. d.	£ s. d.	£ s. d.
Salary of Commanding Officer		310 0 0	
Clerical assistance		154 3 4	
Travelling-expenses of Commanding Officer ...		258 16 10	
			723 0 2
Capitation		1,607 0 0	
Arms, accoutrements, ammunition, &c.	£3,934 2 8		
Less recoveries	679 10 0		
		3,254 12 8	
Rent, &c., of rifle ranges		139 19 7	
Railway fares of cadet corps		292 1 8	
Training camps	£4,095 17 9		
Less recoveries	416 1 3		
		3,679 16 6	
Contingencies		83 2 6	
			9,056 12 11
Total			9,779 13 1

An illustrated manual of physical exercises is being supplied for general use in schools.

CONVEYANCE OF SCHOOL CHILDREN.

In 1907 £8,994 1s. 1d., made up as follows, was paid for conveyance of school-children—viz., railway fares of pupils attending public schools, £1,878 10s.; of pupils attending private schools, £725 10s.; of holders of free places attending district high schools, £1,487 4s.; of holders of free places attending secondary schools, £1,558 12s.; and of pupils (including holders of free places) attending technical schools, £1,732 10s. 9d.; grants for conveyance of children by road and water, £ s. d.—viz., to Auckland Education Board, £102 19s.; Taranaki Board, £68 5s. 6d.; Wanganui Board, £81 4s.; Wellington Board, £254 12s. 6d.; Hawke's Bay Board, £15 3s.; Marlborough Board, £12 7s. 6d.; Nelson Board, £104 15s. 1d.; North Canterbury Board, £68 14s. 9d.; South Canterbury Board, £179 1s.; Otago Board, £396 9s. 6d.; and Southland Board, £328 2s. 6d.

CIVIL SERVICE EXAMINATIONS.

The Civil Service Examinations were, as usual, conducted by the Education Department—the Junior Examination in December, 1907, and the Senior Examination, simultaneously with the examinations for teachers' certificates, in January, 1908.

For the Junior Examination there were in all 2,173 candidates, representing a still further increase on the number reached in previous years. Of this total, 1,304 (or a little over 60 per cent.) entered for the examination ostensibly as candidates for admission to the public service under the Civil Service Regulations; the remainder made use of the examination for other purposes, as candidates for senior free places in secondary schools and district high schools, for the examination of pupil-teachers in the service of Education Boards and for Education Board senior scholarships, or under the conditions of tenure of Junior National scholarships. Of the Civil Service candidates, properly so considered, 943 passed the examination, 620 of them with credit, as shown in the order-of-merit list published in the *Gazette* of the 1st February, 1908.

For the Senior Examination there were 231 candidates, and the names of 164 of this number were published in the *Gazette* of the 13th February, 1908, 39 as having passed the examination, and 125 as having passed in two or more subjects. Further particulars are given in the report of the Annual Examinations (E.-1A).

SCHOLARSHIPS AND FREE PLACES.

The Education Board scholarship scheme by which the Education Boards, under local regulations approved by the Minister of Education, award annually a large number of scholarships of varying value out of an allowance of old standing, amounting to 1s. 6d. per head of the average attendance, still remains one of the chief doors of entry to secondary schools for the most promising of the primary-school pupils. The regulations adopted in the different districts commonly provide for two classes of scholarships, junior and senior—the former limited to children under fourteen or in some cases under thirteen years of age resident in the district, and tenable usually for two years; the latter, more restricted in number, continuing the secondary education of the holders for two or three years longer.

During the year 1907 Education Board scholarships—junior and senior—were current to the number of 464, or one more than the total of 1906 (463). The actual monetary value of these scholarships in most instances is small, the object in view being generally to spread the benefits as widely as possible rather than to provide attractive prizes for a few. Each scholarship, however, through the operation of the provisions for free places, which give a preference to scholarship-holders, carries with it in all but certain exceptional circumstances the substantial benefit of free tuition, and a lodging or travelling allowance is added where necessary. The total expenditure on scholarships of this class during the year 1907 was £8,542. The following table shows the number and value of Education Board scholarships current at the end of 1907 :—

TABLE H.—NUMBER AND VALUE OF EDUCATION BOARD SCHOLARSHIPS.

Education Districts.	Number held in Dec., 1907.	Boys.	Girls.	Period of Tenure.	Boards' Expenditure on Scholarships in 1907.	Annual Value, &c.
				Years.	£ s. d.	
Auckland ..	91	61	30	3	2,129 5 11	29 at £40; 1 at £30; 8 at £25; 5 at £20; 13 at £15; 35 at £10.
Taranaki ..	22	16	6	2	327 9 0	5 at £35; 1 at £16; 1 at £14; 1 at £12; 14 at £10.
Wanganui ..	37	16	21	2 or 3	829 13 10	12 at £40; 2 at £23 10s.; 2 at £21; 7 at £15; 14 at £10.
Wellington ..	67	42	25	2	877 6 8	12 at £40; 1 at £10; 4 at £9; 2 at £8 18s.; 1 at £8 9s. 6d.; 1 at £7; 46 at £5.
Hawke's Bay ..	37	24	13	2	580 12 6	16 at £30; 1 at £12 10s.; 4 at £10; 1 at £7 10s.; 15 at £2 10s.
Marlborough ..	13	6	7	2	102 10 0	2 at £25; 8 at £10; 3 at £2.
Nelson	34	12	22	2	357 8 0	5 at £40; 4 at £25; 25 at £1 5s.
Grey	8	5	3	2	93 10 0	2 at £26; 6 at £8.
Westland ..	7	5	2	2	67 0 0	1 at £20; 3 at £10; 3 at £4.
North Canterbury	49	28	21	2	939 4 10	18 at £30; 31 at £10.
South Canterbury	31	21	10	1 or 2	350 9 10	6 at £27; 25 at £7.
Otago	67	44	23	2 or 3	1,253 9 4	22 at £40; 2 at £30; 17 at £10; 9 at £6; 17 at £4.
Southland ..	28	14	14	2 or 3	638 15 0	19 at £30; 2 at £15; 7 at £5.
Totals, 1907..	491	294	197	..	8,546 14 11	
Totals, 1906..	463	284	179	..	8,487 18 8	

Under the National Scholarship scheme pupils of public schools have also the chance of obtaining a Junior National scholarship, tenable for three years, or in special cases for a longer period. These scholarships, of a more uniform value than the Education Board scholarships, and generally on a level with the best of those scholarships, are awarded on the results of an examination conducted annually by the Education Department, and the examination is now in nearly all the districts adopted by the Education Boards for the award of their own scholarships. The actual award of Junior National scholarships is also entrusted to the Education Boards, who exercise a certain control over the holders and pay over to them from time to time the amounts falling due.

At the end of 1907 the number of Junior National scholarships current was 90, 72 of which were held at secondary schools and 18 at district high schools. Of this number, 30 were in the first year of their currency, 29 in the second year, 18 in the third year, and 13 in the fourth year. Forty-eight of the scholarships were of the annual value of £10, and 42 of £40, with free tuition added in all cases. Apart from fees otherwise accounted for under the heading of free-place expenditure, the cost of Junior National scholarships for the year was £2,314. The total cost of scholarships (Board and National) for 1907 thus amounted to £10,856.

The examination for Junior National scholarships, with which is associated the special examination for junior free places in secondary schools, district high schools, and technical schools, is held annually in December. For this examination in 1907 entries were received from 1,475 candidates seeking to qualify for the Junior National scholarships, for Education Board Junior scholarships, for Junior Queen's scholarships in connection with the Middle University District, or simply for the free places. In 1906 the number of entries received was 1,458; in 1905, 870. On the results of the examination 682 of the candidates qualified for a scholarship award, and in addition 148 satisfied the conditions for free places.

Supplementing the provisions for scholarships, the arrangements now in force, by which pupils of fair promise are admitted to free tuition in secondary and other schools, are very comprehensive and far-reaching in their effects. For all who deserve it there is now a free course from the initiatory stages of the primary school to the doors of the University, and by means of further scholarships and bursaries, making classes at the Colleges free to all duly qualified students, a further step of progress to the distinction of a University degree is also possible in terms of similar advantage.

Under the Regulations for Free Places in secondary schools and district high schools boys and girls who qualify for Junior scholarships, whether they obtain scholarships or not, or pass a special examination for free places, or who obtain certificates of proficiency at the completion of their primary course, become eligible generally for the privilege of two years' free tuition, with a possible extension to a third year without further examination.

At the end of the period a further free place is obtainable to the age of nineteen by all who succeed in passing the Civil Service Junior Examination, either in its competitive form or, as slightly modified for the purpose in question, in the form of a qualifying examination only. The Matriculation Examination of the University may also be used for this purpose, and those qualifying for Senior Board scholarships, whether by means of the Department's examination or not, are also eligible. As, however, various reasons exist in the interests both of the pupil and of the school for dispensing with an external examination whenever this can be done with convenience and safety, arrangements are now being made for applying to senior free places in a modified shape the principle of the "accrediting" system, which has for some time been growing in favour with educational authorities elsewhere, and which forms commonly a characteristic feature of Continental and American schools. Hereafter, on the joint recommendation of the principal of the school attended (or, in the case of district high schools, of an Inspector of the district) and of the Inspector-General of Schools, it will be possible for a free pupil who has gone through a satisfactory course of work of sufficient scope to secure without the restrictions of an intermediate public examination free secondary education throughout the whole course of his attendance at a secondary school up to the age of nineteen years.

Beyond the limits of the secondary school the opportunities given to promising students are now also great. Besides the scholarships offered by the University, there have in the past year been available four Senior National scholarships in each of the four University districts, four Senior Queen's scholarships, on terms of a similar character in connection with Victoria College, and one or more Taranaki scholarships under special enactment, making a total of some thirty-six scholarships of very substantial value offered at the close of 1907 on the results of the Junior Scholarship examination of the University.

University bursaries, covering free tuition at University college classes for a period of three years, are also offered out of the public funds to all who obtain credit in the Junior University Scholarship examination, and otherwise possess the qualifications for a National scholarship without obtaining one. With these provisions there can be few indeed entitled to special consideration who are deterred from a University course by the question of the cost of classes. On account of Senior National scholarships and University bursaries there was paid during the year a sum of £1,320, of which £1,010 consisted of fixed scholarship allowances and £310 was in refund or remission of fees.

SECONDARY EDUCATION.

At the end of 1907 the secondary schools giving free tuition to duly qualified pupils, and receiving grants therefor under section 87 of the Education Act, numbered twenty-six, as against twenty-three for the previous year. The total number of pupils on the roll of these schools was 3,579, and of this total 2,468 (1,335 boys and 1,133 girls), or 70 per cent. of the roll-number, were given free places under the regulations for free places at a mean average cost to the Treasury of £8 13s. 6d. per pupil; the approximate annual rate as determined on the payments for the last term of the year being £21,596. In 1906 the number of such free pupils was 2,435, and the approximate annual rate £21,240, with a mean capitation of £8 17s. 4d. per pupil. In addition, free tuition was given to 245 holders of scholarships or exhibitions granted by these schools, by Boards of Education (in some circumstances), or by endowed secondary schools not coming under the conditions, making the total number of free places held at secondary schools 2,735, as against 2,770 for 1906.

Further, however, in reckoning the amount of free secondary education in the Dominion must be included an almost equal number of pupils in attendance at the secondary classes of district high schools. As shown below, there were on the roll of the secondary departments of these schools 2,452 pupils who had passed through the elementary school course and were in receipt of secondary instruction not differing materially in character from the instruction given in the secondary schools. All but a comparatively small number of these were free pupils within the meaning of the regulations for free places, receiving free tuition at a total cost to the Government in salaries of £19,961, and an average annual cost per pupil enrolled of £8 2s. 10d. There is thus an approximate total of 5,187 pupils receiving free secondary education, exclusive of those holding free places at technical schools.

DISTRICT HIGH SCHOOLS.

The number of district high schools in operation at the end of 1907 was 64, as against 61 for 1906, and 59 for 1905. In the secondary departments of these schools the teachers employed, apart from the principals who may or may not have taken part in the secondary instruction, but whose added responsibility is in all cases recognised by some increment of salary, numbered 101, and the number of pupils in attendance was 2,452 — an increase of 2 teachers, and a decrease of 142 pupils. In 1905 a very substantial rise in the attendance had to be noted; the present movement in the opposite direction may be attributed to various causes, among which increased facilities for higher education in other directions and somewhat stricter tests of admission have doubtless much to do.

The total annual rate of salaries paid to the teachers of district high schools on the basis of the last quarter of 1907, over and above the amounts payable in respect of ordinary primary schools of similar average, was £20,073, of which a sum of £1,033, payable only to present occupants in virtue of earlier arrangements, is not of the nature of a permanent charge. The remainder, £19,040, represents the present annual cost of secondary education in these schools, and may be compared with the totals £18,484 for 1906 and £13,854 for 1905. With a further deduction from the amount for 1907 in respect to allowances to principal teachers, under Part VI of the Fourth Schedule to the Act, the average salary of secondary assistants at the close of the year was £167 2s. 7d. The average salary actually paid to secondary assistants at the close of the year was £171 10s. 11d.

The programme followed in the upper departments of district high schools embraces generally a secondary course in English, mathematics (including arithmetic), and science. Where possible, handwork is also included, and in many cases Latin, French, geography, and history are taken up by a greater or less proportion of the pupils. With few exceptions—the secondary departments attached to the training colleges for teachers in the four chief centres, two other schools in Wellington, one in Christchurch, and one in Wanganui—the schools are really rural schools, situated in the smaller boroughs or in townships without any of the features of urban environment, and it is to be hoped that as opportunities occur every effort will be made to adapt the course of study accordingly. In many cases steps in this direction have already been taken, and with the introduction of more teachers on the staff of these schools who have been trained on modern lines a further extension of the work in the direction of agricultural science for agricultural districts, chemistry, or geology and allied knowledge for mining centres, and some branch of handwork to cultivate manual dexterity in all, could be profitably undertaken.

The difficulty at present experienced of finding suitable teachers who will be content to remain long enough in such a position is undoubtedly great; but that so many are secured well equipped in point of attainment for the work they have to do is already a ground for much gratification. Exclusive of the principals of the schools, some thirty of whom possess University degrees, 64 of those employed are graduates, several holding degrees in both arts and science, 20 have a Class C certificate, and 9 a certificate of Class D, out of a total number of 101.

TABLE K.—DISTRICT HIGH SCHOOLS: STAFF, SALARIES, ETC., IN SECONDARY DEPARTMENTS, 1907.

Education District.	Number of Schools.	Number of Teachers (including Head Teachers).	Number of Pupils.			Amounts paid in Salaries during the Year.		
			M.	F.	Total.	From Receipts from Government.	From other Sources.	Total.
						£ s. d.	£ s. d.	£ s. d.
Auckland	10	25	191	188	379	2,730 16 8	..	2,730 16 8
Taranaki	1	4	64	29	93	560 4 0	..	560 4 0
Wanganui	6	15	110	88	198	1,682 18 8	24 0 0	1,706 18 8
Wellington	10	31	226	279	505	4,250 8 4	..	4,250 8 4
Hawke's Bay	3	8	30	44	74	928 0 5	75 0 0	1,003 0 5
Nelson	4	9	67	73	140	827 10 0	..	827 10 0
Grey	1	3	16	22	38	355 0 0	60 0 0	415 0 0
Westland	1	3	17	18	35	339 3 4	168 6 8	507 10 0
North Canterbury	9	22	219	157	376	2,916 19 6	100 0 0	3,016 19 6
South Canterbury	4	10	66	60	126	1,364 8 0	..	1,364 8 0
Otago	10	24	172	179	351	2,945 4 11	..	2,945 4 11
Southland	5	11	65	72	137	1,060 0 0	..	1,060 0 0
Totals for 1907	64	165	1,243	1,209	2,452	19,960 18 10	427 6 8	20,388 0 6
" 1906	61	160	1,331	1,263	2,594	19,070 7 6	466 9 8	19,536 17 2

SECONDARY SCHOOLS.

The reports furnished by the governing bodies of secondary schools, and detailed information of the scholarships and free places held in these schools, together with a full statement of the staff, salaries, and attendances in connection with the upper departments of district high schools, are contained in a separate paper (E.-12). The following table (L1) gives the customary information of the attendance at the schools and the staff employed, and some proportionate calculations in this connection will also be found in E.-12.

The total number of pupils on the rolls of secondary schools in the last term or quarter of the year was 2,528 boys and 1,668 girls, as against 2,528 boys and 1,742 girls at the end of 1906.

TABLE L1.—STAFF, ATTENDANCE, FEES, AND SALARIES AT SECONDARY SCHOOLS.*

Schools.	Staff.		Attendance for Last Term or Quarter of 1907.					Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.	
	Regular.	Part-time.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).		For Ordinary Day-school Course.*	For Board, exclusive of Day-school Tuition.	Regular Staff.	Part-time Teachers.
									£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei High School	3	3	b... g...	22 12	15 18	.. ..	37 30	.. ..	8 8 0	..	485 0 0	76 4 0 &capitat'n.
Auckland Boys' Grammar School	13	1	..	156	186	7	349	..	10 10 0 8 8 0	..	3,861 0 0	50 0 0
Auckland Girls' Grammar School	9	1	..	121	76	..	197	..	10 10 0	..	1,621 0 0	60 0 0
Thames High School ..	3	..	b. 1 g...	27 19	8 15	.. ..	36 34	.. ..	8 8 0	..	650 0 0	..
New Plymouth High School	5	2	b... g...	24 14	23 21	.. ..	47 35	.. ..	6 6 0	..	1,115 0 0	27 10 0
Wanganui Girls' College	11	3	10	60	77	11	158	67	10 10 0 8 8 0	40 0 0	[a] 1,775 0 0	230 0 0
†Wanganui Collegiate School	12	1	..	31	139	14	184	144	12 0 0	45 0 0	[b] 2,745 0 0	60 0 0
Palmerston North High School	5	4	b .. g...	29 16	50 35	1 1	80 52	.. ..	10 0 0	..	[c] 1,220 0 0	80 0 0
Wellington Boys' College	13	..	1	91	174	22	288	82	11 17 9	42 0 0	3,110 0 0	..
Wellington Girls' College	9	2	7	53	102	10	172	..	11 17 9 9 11 0	..	1,670 0 0	75 0 0
Napier Boys' High School	7	..	5	49	63	9	126	35	10 4 0	40 0 0	[d] 1,432 0 0	..
Napier Girls' High School	6	2	6	35	37	1	79	19	10 4 0	40 0 0	[e] 1,020 0 0	45 0 0
Dannevirke High School	2	..	b... g...	11 6	24 14	1 4	36 24	.. ..	10 0 0	..	[f] 450 0 0	..
Marlborough High School	4	2	b... g...	15 14	24 30	4 2	43 46	.. ..	8 11 0	..	[g] 900 0 0	Capitation.
Nelson Boys' College ..	8	2	4	67	98	11	180	59	10 10 0 8 8 0	40 0 0	[h] 1,870 0 0	100 0 0
Nelson Girls' College ..	8	2	5	55	89	5	154	38	10 10 0 8 8 0	40 0 0	[j] 1,090 0 0	90 0 0
Christchurch Boys' High School	11	6	13	96	103	15	227	..	10 10 0 7 10 0	..	3,505 0 0	250 0 0 and fees.
Christchurch Girls' High School	9	7	..	100	107	10	217	..	12 12 0 9 9 0	..	1,525 0 0	270 4 0
†Christ's College Grammar School	12	3	36	82	82	14	214	80	14 3 6 11 0 6 7 17 6	45 0 0 42 0 0	[k] 3,255 0 0	230 15 0
Rangiora High School ..	3	2	b... g...	22 20	11 9	.. 1	33 30	.. ..	9 9 0	..	614 0 0	9 9 0
Ashburton High School ..	4	..	b... g...	22 21	21 19	.. 1	43 41	.. ..	6 6 0	..	880 0 0	..
Timaru Boys' High School	4	1	..	23	40	3	66	..	9 0 0	..	1,225 0 0	25 0 0
Timaru Girls' High School	4	..	..	18	35	6	59	..	9 0 0	..	810 0 0	..
Waitaki Boys' High School	5	..	3	45	65	9	122	69	7 10 0	49 4 0 42 18 0	1,155 0 0	..
Waitaki Girls' High School	4	2	..	14	41	1	56	..	10 0 0	..	620 0 0	60 0 0
Otago Boys' High School	10	3	..	108	163	6	277	16	10 0 0	43 10 0	[l] 2,957 10 0	160 0 0
Otago Girls' High School	9	5	..	59	95	7	161	..	10 0 0	..	[l] 1,710 0 0	210 0 0 and fees.
Southland Boys' High School	6	3	..	55	81	4	140	..	10 0 0	..	1,434 0 0	147 1 8
Southland Girls' High School	5	3	..	42	78	3	123	..	10 0 0	..	895 0 0	137 9 3
Totals for 1907 ..	204	60	b.63 g.28	975 679	1370 898	120 63	2,528 1,668	609	..	..	45,599 10 0	2,393 12 11
Totals for 1906 ..	195	54	b.62 g.36	1023 777	1343 862	100 67	2,528 1,742	548	..	..	43,037 0 0	2,278 14 11

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* In five cases no secondary school is maintained by the governing body: these are the Gisborne High School, Greymouth High School, Hokitika High School, Akaroa High School, Waimate High School; but in all cases the funds are applied, in whole or in part, to the establishment of scholarships or in aid of local district high schools or other secondary schools.

† Endowed school of secondary education not coming within the definition of section 84 of "The Education Act, 1904."

[a] Six assistants have board. [b] Nine assistants have board. [c] Including £50 house allowance for headmaster. [d] Including £52 house allowance for second master; also headmaster has residence, and two assistant masters have board. [e] Principal has residence. [f] Including £50 house allowance for principal. [g] Headmaster has residence. [h] Headmaster and four assistants have board and residence. [j] Principal and five assistants have board and residence. [k] Headmaster and five assistants have residence. [l] Headmaster has residence.

The balance-sheet (Table L2) shows that the finances of the Boards generally are on a sound basis. The income of the schools for 1907 from school fees, not including fees for boarding, amounted to £20,128; from rents and interest, £29,332; from endowments administered by the School Commissioners, £4,304, from Government payments (irrespective of building grants), £24,948. The principal items of expenditure were—for salaries, £50,038; and for buildings,

&c., £38,153. The expenditure under the latter heading again appears as an exceptionally heavy item, exceeding by £3,351 the amount set down for similar purposes in 1906, and practically doubling that for 1905. Of the amount stated, the contribution from special Government grants during the year was £9,473.

TABLE L2.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1907 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Credit balances on 1st January, 1907 ..	88,236	12	4	Liabilities on 1st January, 1907.. ..	1,598	6	8
Endowment reserves sold and mortgage moneys repaid	1,054	13	4	Expenses of management	3,421	2	1
Rents of reserves	25,731	12	11	School salaries	50,037	16	11
Interest on moneys invested	3,600	8	0	Boarding-school accounts	6,177	13	7
Reserves Commissioners' payments ..	4,304	13	7	Examination expenses..	297	13	1
Government payments—				Scholarships and prizes	2,026	19	0
For technical instruction	1,046	14	3	Printing, stationery, fuel, light, &c. ..	4,127	15	0
For free places	22,945	14	5	Buildings, furniture, insurance, rent, and rates	38,153	2	3
Subsidy on voluntary contributions ..	555	18	6	Expenditure on endowments	2,558	8	0
Grants for buildings, sites, furniture, &c.	9,473	10	11	Interest	1,668	17	11
Statutory grant (Marlborough High School)	400	0	0	Sundries not classified..	13,251	19	4
School fees (tuition)	20,128	3	8	Credit balances, 31st December, 1907 ..	27,729	4	4
Boarding-school fees	7,559	5	3				
Loans for buildings, sites, furniture, &c.	3,700	0	0				
Books, &c., sold, and refunds	586	16	11				
Sundries not classified..	5,938	6	2				
Debit balances, 31st December, 1907 ..	5,781	7	11				
	£151,043	18	2		£151,043	18	2

MANUAL AND TECHNICAL INSTRUCTION.

Considerable progress continues to be made in the several education districts in connection with the establishment and conduct of classes for manual and technical instruction. In districts in which the controlling authorities or the managers, as the case may be, have appointed directors or superintendents there is evidence of a decided advance, in face of many real difficulties and hindrances, towards the goal in view—namely, the establishment of organized technical schools, providing graded courses having a direct bearing on local requirements in the way of science, art, and technology. It is to be hoped that the time is not far distant when attendance at a technical school shall mean not, as has been too often the case in the past, merely attendance at one or two classes, not necessarily connected, but attendance at a definite course of instruction. The advance referred to, while due in some measure to the provision made by the Government for free technical education has been brought about by the continued efforts of those in charge of the schools, supplemented by the enlightened attitude, in many cases, of employers who have done and are doing a good deal to encourage attendance at classes. Valuable assistance in the same direction has also been rendered by many local bodies and industrial and trade associations. Assistance of a practical nature in the shape of monetary contributions continues to be received by controlling authorities and managers. These contributions are to be regarded as evidence of local interest in the work, and, with the Government subsidy of £1 for £1, have made a welcome addition to the funds of the classes concerned.

During the year applications by controlling authorities for new or additional buildings and equipment for classes have been favourably entertained so far as available funds and other circumstances permitted. In one or two instances the estimate by the controlling authority of the actual requirements of a centre in the way of buildings seems at present hardly to have been borne out by returns of classes and attendance thereat. There is, however, reason to expect that in the instances referred to the accommodation provided will be fully taken up in the near future. The matter is in the hands of those in whose interest it is to use the opportunities now placed within their reach.

Reference was made last year to the establishment in certain districts of sub-centres in the smaller towns. This desirable extension of work continues to progress with results that appear to justify the experiment. Given suitable and convenient means of communication, there would appear to be no reason why technical schools in the larger centres of population should not, as parent schools, arrange for classes at convenient sub-centres. In any case it would seem to be desirable from many points of view for what may be termed the central technical school in a district to be closely in touch with such classes as may be established in adjacent townships. A good deal of well-meant, but, it is to be feared, wasted effort would probably be saved, and better results in other ways achieved thereby.

Over eighteen hundred junior and senior free places were held at technical schools during the year, an increase of about two hundred. The proportion of junior free pupils qualifying for senior free places, entitling them to three years' additional free education, continues to be comparatively small, the total number of senior free pupils last year being only 146. The demand on the part of free pupils for instruction in commercial subjects continues to be as marked as in previous years, nearly 60 per cent. of the pupils selecting commercial courses in preference to courses relating to industries, trades, or professions such as engineering. Day technical classes attended chiefly by free pupils who have passed thereto direct from the public school were held at several of the larger centres. The range of instruction at these classes is, generally speaking, secondary in character, and many of the subjects of instruction are such as may properly, and in many cases do, find a place in the curriculum of secondary schools. It is a question, in view of the youth of most of the pupils and of other considerations, whether the end in view would not be better attained by a preliminary course of instruction, without specialisation, at a secondary school in the case of those pupils who purpose following commercial or domestic pursuits.

The number of recognised classes in operation during the year was 5,851, as against 5,012 for the previous year. Of these classes, 4,459 were classes for instruction in various branches of handwork in connection with over a thousand primary and secondary schools, while 1,392 were technical and continuation classes for instruction in various branches of science, art, and technology. Of the latter, 791 were special classes under an Education Board or the Board of Governors of a secondary school as controlling authority; 487 were associated classes, conducted by managers representing the controlling authority, local bodies, and others contributing to the classes; while 114 were college classes under the governing body of a university college as controlling authority. Technical classes were held at over a hundred different places, an increase of nearly thirty.

Instruction in various branches of handwork is now a feature of the curriculum of most public and secondary schools. Cookery and woodwork among other subjects are now being taught in every education district. During the year 327 cookery classes and 280 woodwork classes were in operation. These classes continue in most cases to be conducted on the central system. In certain districts increasing attention is being given by controlling authorities to instruction in science on practical lines. Grants have been made by the Government for the erection and equipment of laboratories for individual practical work, with the result that a not inconsiderable number of laboratories are now available for the instruction of pupils attending district high schools and secondary schools.

Instruction in elementary agriculture was given in nearly four hundred schools during the year. In several districts this important branch of elementary education is in charge of itinerant instructors, who, in addition to supervising school gardens and experimental plots, also conduct training classes for teachers as well as classes for persons engaged in agricultural and pastoral pursuits. In three districts instruction was given in the principles and practice of dairying in addition to work in connection with school gardens. Altogether the progress made in the districts in which special attention is being given to agricultural instruction by controlling authorities cannot be regarded as other than satisfactory. Many of the classes have received valuable help in the way of voluntary contributions from local bodies, agricultural associations, and others interested in the work.

The special grants to Education Boards for the training of teachers have been increased this year. The grants have, on the whole, been well and wisely used, and most of the classes established for the benefit of teachers have been well attended. Special courses in the shape of summer and winter sessions have again been arranged for in some districts with very satisfactory results. These classes, together with the opportunities provided by the training colleges in the four large centres, should enable those taking up the profession of teaching in public schools to provide themselves with a not altogether inadequate equipment for their work. At the examinations of the City and Guilds of London Institute, twenty-one teachers passed the examination in cookery and five that in woodwork.

The total expenditure by the Government on manual and technical instruction for 1907 was £71,754 16s. 11d. The details are as follows: Capitation on all classes, £26,764 7s. 10d.; grants for material for class use, £1,008 11s. 2d.; grants for buildings, rent, and equipment, £22,862 11s. 1d.; subsidies on voluntary contributions, £13,482 11s. 6d.; free places, £4,131 11s. 2d.; railway fares of free-place holders, £784 18s. 3d.; railway fares of instructors and students, £869 12s. 2d.; inspection, £996 7s. 6d.; expenses in connection with the examinations of the Board of Education, South Kensington, and of the City and Guilds of London Institute, £840 3s. 6d.; sundries, £14 2s. 9d. The sum of £161 6s. 4d. was recovered by way of examination fees and from sale of material used at examinations, leaving a net expenditure of £71,593 10s. 7d. (Note: This total includes a subsidy of £10,000 on the contribution of the Auckland Savings-bank to the funds of the Auckland Technical College.)

Full information on the subject of manual and technical instruction appears in a separate paper (E.-5).

UNIVERSITY AND COLLEGES.

The report of the Chancellor of the University of New Zealand is a separate paper (E.-6). The number of graduates admitted or qualified for admission now amounts to 1,183 admitted, and 145 qualified for admission—1,328 in all. Of the 1,183 admitted, 451 have the degree of B.A. alone, 30 B.Sc. alone, 76 LL.B. alone, 16 B.Sc. in Engineering alone, 21 M.B. alone, 84 M.B. and Ch.B. alone, 3 Mus. Bac. alone, 327 M.A. alone, 4 LL.D. alone, 6 M.D. alone, 3 D.Sc. alone, 12 M.Sc. alone, 2 LL.M. alone, 1 Litt.D. alone. The graduates upon whom degrees in more than one faculty have been conferred are: B.A. and B.Sc. 9; B.A. and LL.B., 29; B.A. and LL.M., 1; B.A. and LL.D., 1; B.A. and M.B., 1; B.A., M.B., and Ch.B., 5; B.A., B.Sc., and M.B., Ch.B., 2; B.Sc. and M.B., Ch.B., 5; B.Sc. and M.D., 1; M.A. and B.Sc., 42; M.A. and LL.B., 27; M.A. and M.Sc., 13; M.A. and D.Sc., 5; M.A. and M.B., Ch.B., 2; M.A., B.Sc., and M.B., Ch.B., 1; M.A. and LL.D., 3.

The number of degrees authorised to be conferred after the examination of 1907 was 145—B.A., 59; B.Sc., 13; B.Sc. in Engineering (alone), 8; LL.B., 20; M.B. and Ch.B., 8; B.Com., 1; M.A., 28; M.Sc., 5; M.D., 2; D.Sc., 1.

As appears by the Chancellor's report (E.-6), the number of candidates who were examined at the usual examinations in November and December, 1907, and in January and April, 1908, in the faculties of arts, science, medicine, law, and music, and for admission to the legal profession, was 2,240.

The number of students at affiliated colleges in 1907 was 1,325, an increase of 37 over that for the previous year. Of these students, 521 were women. The number of matriculated students was 990, that of unmatriculated 335. The numbers attached to the several colleges were as follows: University of Otago, 173 men and 107 women matriculated, 34 men and 9 women unmatriculated; Canterbury College, 153 men and 100 women matriculated, 44 men (exclusive of the School of Engineering) and 45 women unmatriculated; Auckland University College, 110 men and 56 women matriculated, 55 men and 63 women unmatriculated; Victoria College, 184 men and 107 women matriculated, 51 men and 34 women unmatriculated. The reports of these colleges are papers E.-7, E.-8, E.-9, and E.-10 respectively.

"THE UNIVERSITY ENDOWMENT ACT, 1868."

The income accrued under this Act, and applicable to purposes of higher education yet to be determined by Parliament, amounted, on the 31st March, 1908, to £292 2s. 6d., received from reserves in Westland. The accumulated rents of the Canterbury reserves, amounting to £3,142 13s. 10d., were paid to Canterbury College in March, 1908, in accordance with the provisions of "The Canterbury College Endowment Act, 1907."

CHATHAM ISLANDS.

During the year 1907 there were two schools in operation in the Chatham Islands—viz., the schools at Te One, on the main island, and that at Pitt Island. Owing to the very unsatisfactory state of the attendance it was found necessary early in the year to close the part-time schools at Moreroa, Matarakau, and Kaingaroa. At Pitt Island the school year was a broken one, a change of teacher consequent on the resignation of Mr. Young being responsible for this.

The total number of children on the rolls of the Te One and Pitt Island Schools at the end of 1907 was sixty-five— the same as for 1906—while the average attendance for the year was fifty-three.

The total expenditure on the schools for the year 1907 was £634 8s. 3d., made up as follows: Salaries and allowances of teachers, £466 2s. 10d.; repairs and works, requisites, &c., £46 14s. 7d.; scholarships, £87 12s. 4d.; inspection, £10 13s. 10d.; other expenses, £23 4s. 8d.

The school at Te One was inspected and examined in the month of January of the present year (1908), according to the regulations for the inspection and examination of public schools in New Zealand. The results generally were satisfactory. It was not found possible to visit Pitt Island, and the classification of the pupils was therefore left in the hands of the teacher.

NATIVE SCHOOLS.

The number of Maori village schools in operation at the end of 1907 was ninety-nine, as against one hundred at the end of 1906. Four new schools were opened during the year—viz., Rawhitiroa, near Raglan; Waikare, Bay of Islands; Reporua, on the East Coast; and Motuti, in the Hokianga district. During the year the schools at Turanganui (Wellington District), Waimana and Kokako (in Urewera country), Whangape (in Hokianga district), and Waikawa (in Marlborough) were closed, while Wairau School was transferred to the Marlborough Education Board. The new schools reported last year as being in hand — viz., Tuhara, Mataora Bay, and Wharekawa — have been completed. Suitable buildings are to be erected shortly at Waikare and Reporua, while arrangements are in hand to provide for Matihetihe, Rakaunui, and Motiti Island.

The number of children on the roll of the schools at the end of December, 1907, was 4,183, as against 4,174 of the previous year. Epidemics of sickness have interfered with the regularity of the attendance, while most of the children in the Tuhoe schools have been withdrawn. The average attendance shows, therefore, a decrease, being 3,561, as against 3,607 in 1906, there being also a difference of 2·8 per cent. in the percentage of regularity. Several schools attained very high percentages of attendance, one, indeed, reaching practically 100 per cent. The past ten years show a very noteworthy increase in the number of children in Maori schools. At the end of 1897 there were 2,864 children attending seventy-seven schools. Since then there has been an increase of 1,319, or 46 per cent., while there are over twenty more schools. This points to the increasing desire for education amongst the Maori race.

In addition to the Native village schools, there are six Native mission schools at which primary instruction is given to Maori children, while secondary education is provided for by six boarding-schools under the control of the various Church authorities. One hundred and forty-nine Maori boys and 125 girls were on the rolls of these schools at the end of the year. The Department's officers inspect and examine yearly both the mission schools and the boarding-schools, the latter of which afford, through a free-place or scholarship system, the present means of giving secondary education to children of Native schools. One hundred scholarships were being held at the end of 1907, of which forty were held by boys and the remainder by girls. Maori boys attending public schools may also, under regulations, be granted scholarships of this kind, and two were being held at the end of the year. Further, six Maori boys from Native schools and one from a public school were holding industrial scholarships and working as apprentices at various trades.

Six Maori girls are receiving training at various hospitals, with a view to their working as nurses among their own people; three of these are probationers on the hospital staff, and the others are day-pupils attending the hospitals as pupils from one or other of the boarding-schools. Three University scholarships are being held at present, one in Law, one in Arts, and one in Medicine.

The number of workshops in the village schools is now twelve, two having been closed; two more will be opened shortly. There has been an increase also in the number of schools at which instruction in domestic duties is given, and elementary practical agriculture now forms a subject of instruction in Native schools, at many of which school gardens have been established.

The Native-school code has been revised, the syllabus of instruction being amended so as to approximate to that of the public schools. It is expected that the compilation of the code in its complete form will be published shortly.

The total expenditure during the year, including £97 1s. 8d. paid from Native school reserves and £800 from the Tauranga Educational Reserves Fund, was £31,783 8s. 7d. Deducting recoveries, £291 4s. 3d., the result is a net expenditure of £31,492 4s. 4d., as against £29,681 in 1906. Included in this amount is £3,340 for new buildings and additions and £2,627 for secondary education, including boarding-school fees for holders of scholarships from village schools, University scholarships, and apprenticeships. The new scale of staffs and salaries has caused an increase of £3,653 in the expenditure on this account. Part of this increase is, however, to be accounted for by the fact that in cases where through the operation of the new scale a reduction in salary would have been effected the salary was kept up, for one year, to the former rate.

The staffs of the village schools included eighty-one masters, nineteen mistresses in charge, 107 assistants, and three sewing-teachers.

Of the 4,183 children attending Native schools at the end of 1907, 78·8 were Maori or nearly Maori, 7·9 were half-castes speaking Maori in their homes, 3·4 were half-castes or nearly so speaking English in their homes, and 9·9 per cent. were Europeans.

At the end of the year there were in the preparatory classes 1,711 children: in Standard I, 561; Standard II, 581; Standard III, 530; Standard IV, 422; Standard V, 254; and Standards VI–VII, 124. Of the Maori children in the highest standards, one gained a certificate of proficiency and six certificates of competency during the year. There were 418 European children in Native schools, of whom 292 were in various standard classes, fifty being in Standards VI and VII. Six certificates of proficiency and five of competency were gained by European children in these classes during the year.

Of the 3,988 children of Maori or mixed race attending public schools 60·7 per cent. were of Maori race, 5·9 per cent. were of mixed race living as Maoris, and 33·4 per cent. were of mixed race living as Europeans.

Seventeen certificates of competency and thirty of proficiency were obtained during the year.

Early in the present year the Minister visited the Native schools in the East Coast, Bay of Plenty, and Taupo districts, and also some of the South Island schools, and was well satisfied with their efficiency and general management, and very favourably impressed with the appearance of the children.

INDUSTRIAL SCHOOLS.

There were seven Government and four private industrial schools in existence in 1907, the latter being all in connection with the Roman Catholic Church, The numbers on the books of all the schools at the close of the year compared with the numbers at the close of 1906 were as follows :—

TABLE M1.—INMATES, 1906 AND 1907.

—	Boarded out.				In Residence.				At Service, &c.				Totals.			
	Dec., 1906.	Increase.	Decrease.	Dec., 1907.	Dec., 1906.	Increase.	Decrease.	Dec., 1907.	Dec., 1906.	Increase.	Decrease.	Dec., 1907.	Dec., 1906.	Increase.	Decrease.	Dec., 1907.
Government Schools—																
Auckland (Mount Albert)	67	7	..	74	28	1	..	29	45	10	..	55	140	18	..	158
Boys' Training Farm, Weraroa	18	..	3	15	126	22	..	148	105	19	..	124	249	38	..	287
Receiving Home, Wellington	231	16	..	247	2	9	..	11	45	11	..	56	278	36	..	314
Te Oranga Home, Christchurch	..	..	..	..	49	6	..	55	24	7	..	31	73	13	..	86
Receiving Home, Christchurch	185	..	11	174	9	5	..	14	92	..	1	91	286	..	7	279
Burnham	4	1	..	5	106	1	..	107	139	..	25	114	249	..	23	226
Caversham	178	..	7	171	23	5	..	28	83	..	..	83	284	..	2	282
Private Schools—																
St. Mary's, Auckland ..	..	..	..	..	96	10	..	106	45	..	4	41	141	6	..	147
St. Joseph's, Wellington..	..	..	..	..	25	..	2	23	27	..	1	26	52	..	3	49
St. Mary's, Nelson ..	1	..	..	1	155	3	..	158	111	..	8	103	267	..	5	262
St. Vincent de Paul's, Dunedin	6	2	..	8	41	1	..	42	9	2	..	11	56	5	..	61
Totals	690	26	21	695	660	63	2	721	725	49	39	735	2,075	116	40	2,151

The total number belonging to all schools whose maintenance was a charge against the public funds was 1,441, or 71 more than the number at the end of 1906. Of this total, 392 were resident at Government schools, and 329 at private schools. The number boarded out with foster-parents for payment was 687, 8 being from private schools. There were maintained in various corrective institutions 7 girls; in orphanages, 1 girl; at the Costley Training Institution, Auckland, 11 boys; in hospitals, 3 boys and 3 girls; and 2 girls and 6 boys in mental hospitals. There were also 710 who, although still on the books of the schools, were not dependent on them for maintenance.

The total net cost in connection with both Government and private schools was £32,552 7s. 9d., being £2,946 5s. 11d. less than for the previous year. Table M2 shows the cost of the Government schools, in which is included the expenditure for the maintenance of children boarded out with foster-parents; it also includes the cost of supervision of all the boys and girls who are permitted to reside away from the schools to which they belong. In this table account is taken of the amounts paid by Charitable Aid Boards for children sent to the schools as indigent, payments from persons against whom there are orders for maintenance, and the receipts from the sale of farm-produce, &c.

TABLE M2.—EXPENDITURE ON GOVERNMENT SCHOOLS, 1907.

Government Schools.	Cost of School, including Buildings and other Works.			Boarding out. (Included in first column.)			Salaries. (Included in first column.)			Recoveries.			Net Cost.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Auckland	2,625	16	0	1,259	2	7	414	8	9	946	16	4	1,678	19	8
Boys' Training Farm, Weraroa	12,436	16	1	361	5	6	1,858	17	5	2,229	14	7	10,207	1	6
Receiving Home, Wellington..	6,879	0	3	4,211	13	0	417	7	1	3,537	10	2	3,341	10	1
Te Oranga Home	2,467	7	7	..			726	16	0	166	15	6	2,300	12	1
Receiving Home, Christchurch	5,754	12	6	3,388	10	11	494	17	4	2,941	3	2	2,813	9	4
Burnham	6,421	10	9	97	10	0	2,214	15	11	675	6	7	5,746	4	2
Caversham	5,374	10	4	3,089	12	4	724	6	3	3,547	8	8	1,827	1	8
Totals	41,959	13	6	12,407	14	4	6,851	8	9	14,044	15	0	27,914	18	6

	£	s.	d.
Salaries, travelling allowances, and expenses of departmental officers (inspectors, visiting officers, &c.)	1,961	9	0
Refund of inmates' earnings	72	12	4
Commission expenses, inquiry held at Burnham (balance of)	21	4	9
Allowance to A. Thompson, late visiting officer	100	0	0
Contingencies	181	2	1
Total net cost	30,251	6	8

Table M3 shows the payments made by the Government on account of children belonging to private industrial schools. The recoveries include payments made by parents under orders for maintenance; but as contributions from Charitable Aid Boards are made directly to the managers of these schools, they are not taken into account in this statement.

TABLE M3.—GOVERNMENT EXPENDITURE ON PRIVATE (ROMAN CATHOLIC) SCHOOLS, 1907.

Name of School.	Gross Cost.	Recoveries.	Net Cost.
	£ s. d.	£ s. d.	£ s. d.
St. Mary's, Auckland..	1,311 7 6	314 7 11	996 19 7
St. Joseph's, Wellington	199 15 0	21 13 5	178 1 7
St. Mary's, Nelson	1,037 3 10	358 19 1	678 4 9
St. Vincent de Paul's, Dunedin	123 8 4	24 11 0	98 17 4
Totals	2,671 14 8	719 11 5	1,952 3 3

Other payments made by the Government are shown in the following table:—

TABLE M4.—SUMMARY OF EXPENDITURE ON SPECIAL CASES AT OTHER INSTITUTIONS, 1907.

—	Government Schools.						Roman Catholic Schools.	
	Auckland.	Wellington Receiving Home.	Te Oranga Home.	Christchurch Receiving Home.	Caversham.	Total.	St. Mary's, Nelson.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland—								
Costley Training Institution ..	242 0 0	..	..	..	..	242 0 0	..	242 0 0
Wellington—								
Salvation Army Home	..	3 16 0	..	..	..	3 16 0	..	3 16 0
Christchurch—								
Mount Magdala	..	..	72 16 9	..	..	72 16 9	0 17 5	73 14 2
Children's Convalescent Cottage Home	..	..	..	3 0 0	..	3 0 0	..	3 0 0
Samaritan Home	..	..	16 8 0	..	..	16 8 0	..	16 8 0
Dunedin—								
Otago Benevolent Institution ..	..	..	..	..	2 18 3	2 18 3	..	2 18 3
Salvation Army Maternity Home ..	..	..	..	..	8 5 5	8 5 5	..	8 5 5
Total	242 0 0	3 16 0	89 4 9	3 0 0	11 3 8	349 4 5	0 17 5	350 1 10
Less miscellaneous recoveries	..	..	..	..	..	..	..	1 4 0
Net total	..	..	..	..	..	..	..	348 17 10

The amount collected from parents towards the maintenance of their children was £4,329 10s. 9d., an increase of £852 2s. 3d. This total represents contributions at the rate of £3 0s. 1d. per head of the number of children (1,441) maintained at the public cost.

The total amount in the Post-Office Savings-Bank to the credit of the earnings accounts of young people now under the control of industrial schools, or who formerly belonged to them, was £22,084 9s. 10d. at the 31st December, 1907. Of this amount, £17,514 18s. 10d. was held on account of Government schools, and £4,569 11s. for private schools. The sum withdrawn during the year amounted to £2,157 18s. 8d. for Government schools, and £399 8s. 9d. for private schools.

SCHOOL FOR THE DEAF.

The school reopened with 71 pupils on the roll—36 boys and 35 girls. During the year 4 boys and 1 girl were admitted and 1 girl left the school, thus the number belonging at the close of the year 1907 was 75—40 boys and 35 girls.

The increase in the population of the Dominion, the enactment making the education of deaf children compulsory, and the fact that it is now the practice to admit pupils at an earlier age than formerly, must all have the effect of adding to the number of children to be provided for, and the question of making additions to the residential accommodation at Sumner is now under consideration.

The expenditure on the institution for the year 1907 was: Salaries of Director and teachers, £1,589 13s. 3d.; Matron and servants, £859 6s.; housekeeping, £957 7s. 10d.; travelling-expenses (including transit of pupils), £161 6s. 1d.; school material, £6 16s. 8d.; clothing, £26 16s. 3d.; medical attendance and medicines, £29 11s. 8d.; water-supply, £114 5s.; boarding-out of pupils, £126 18s. 11d.; general maintenance of buildings, and furniture, £289 0s. 11d.; laying-out of grounds, erection of dairy and fowlhouses, £788 2s. 10d.; sundries, £162 6s. 2d.: total expenditure, £5,111 11s. 7d. Deducting parents' contributions, £538 4s. 4d., the net expenditure was £4,573 7s. 3d.

JUBILEE INSTITUTE FOR THE BLIND.

This is the only school in the Dominion for the education of the blind. It is not a Government institution, although the Trustees are required by law to receive, at the direction of the Minister of Education, children who are between seven and sixteen years of age—the period fixed for the compulsory education of blind children. Notwithstanding the difficulties under which the work is being carried on at present, owing to rebuilding operations, there is much evidence that the pupils are being efficiently taught according to modern methods.

At the close of 1906 the Government was paying for 27 pupils; during 1907, 5 left and 6 were admitted, making 28 the number maintained by the Government at the end of the year.

The total net amount paid by the Government during 1907 on account of the blind in New Zealand was £540 14s. 10d. A sum of £648 5s. 9d. was paid for pupils at the Jubilee Institute for the Blind; a pupil in Christchurch received special instruction at a cost of £28; expenses of inspection by an officer of the Education Department were £8 9s. 4d.; and the contributions recovered from parents and others towards the maintenance of pupils amounted to £144 0s. 3d.

SPECIAL SCHOOLS FOR THE EDUCATION OF MENTALLY DEFICIENT CHILDREN.

During the year the house of the Otekaike Estate, in North Otago, with 342 acres of the surrounding land, was acquired for the purposes of a school for boys who, by reason of deficient intelligence, cannot receive proper advantage from the ordinary public-school instruction.

The appointment of a principal has also been made. Mr. George Benstead, who has had long and varied experience in the intricate work of educating this class of children, having been selected in London for the position. Before leaving England for New Zealand he visited a number of the most advanced institutions for the care of the feeble-minded, and spent a large amount of time inquiring generally into the most modern methods for their instruction.

Before the institution at Otekaike actually commences operations Mr. Benstead will visit the main centres of population in the Dominion, thus obtaining a knowledge of the conditions which is necessary to a proper organization of the work here; and at the same time he will examine applicants for admission.

It is hoped that the necessary alterations to the buildings at Otekaike will be far enough advanced to permit of a beginning being made with a small number of pupils before the close of the current year.

The need for a similar home for girls is very pressing, but it is thought prudent to defer definite action in this respect until the institution for the boys has been established.

PUBLIC LIBRARIES.

By a vote of last session a sum of £3,000 was again granted for subsidies to public libraries. Notice thereof was inserted in the *Gazette* of the 7th November, 1907, and forms of application were sent to all libraries known to the Department. The method of distribution of the vote was the same as that adopted in previous years — viz., a nominal addition of £25 was made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was divided according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. In accordance with the *Gazette* notice, the day appointed for the distribution of the subsidy was the 4th February, 1908, and the amount of the vote was divided among the 417 libraries from which applications, each accompanied by a statutory declaration on the proper form, had been received at that date. The vote, as thus dealt with, afforded a subsidy of 3s. 5·49d. in the pound on the nominal income, and the subsidies ranged from £4 13s. 4d. to £17 5s. 6d.

The number of libraries participating in the vote shows a decrease of five as compared with the number aided in the previous year. In order that the purpose intended to be served by the vote may be attained, it is made a condition for participation that the whole of the subsidy granted to each library in the previous year shall have been expended in the purchase of books.

The following table shows the distribution according to the education districts:—

SUMMARY OF DISTRIBUTION OF PUBLIC LIBRARIES SUBSIDY.

Education Districts.	Number of Libraries.	Income.	Income upon which Subsidy is based.	Subsidy.
		£ s. d.	£ s. d.	£ s. d.
Auckland	104	2,840 11 10	4,072 19 5	703 15 9
Taranaki	15	371 17 6	691 9 11	119 8 9
Wanganui	33	1,489 13 9	1,494 3 11	258 1 3
Wellington	21	4,360 10 4	1,088 7 11	187 19 10
Hawke's Bay	27	1,095 16 7	1,304 13 0	225 6 3
Marlborough	5	158 13 5	262 15 5	45 7 7
Nelson	26	800 12 4	1,169 17 4	202 1 0
Grey	4	348 1 6	297 10 6	51 7 9
Westland	5	81 8 3	206 8 8	35 12 9
North Canterbury	65	1,773 5 3	2,516 2 8	434 10 9
South Canterbury	23	515 9 3	1,014 1 9	175 3 1
Otago..	53	787 17 0	2,003 7 0	345 19 2
Southland	36	346 15 0	1,246 15 0	215 6 1
Totals	417	14,970 12 0	17,368 11 8	3,000 0 0

Details of the distribution of the vote are given in a separate paper (E.–13).

APPENDIX.

Table No. 1.

Return of Officers of Education Boards not included in Table No. 8, as at 31st December, 1907.

Auckland.—Secretary and Treasurer, £600. Accountant, £340. Ten Clerks—1 at £300, 1 at £140, 3 at £120, 1 at £80, 1 at £70, 2 at £60, 1 at £40. Eight Inspectors—1 at £600, 1 at £425, 6 at £400: each with 17s. 6d. a day travelling allowance beyond a certain radius. Principal of Training College, £600. Eleven Relieving-teachers—1 at £190, with £20 house allowance, 1 at £165, 1 at £150, 1 at £100, 1 at £95, 2 at £90, 1 at £85, 3 at £80. Architect—£500, with actual travelling expenses, and services of draughtsman at £2 10s. a week. Truant Officer, £150, with £10 travelling allowance and £80 a year for assistance.

Taranaki.—Secretary and Treasurer, £275. Two Clerks—1 at £60, 1 at £35. Inspector and Director of Technical Education, £375. Inspector, £250. Architect, £150. Truant Officer, £115.

Wanganui.—Secretary, £290. Five Clerks—1 at £210, 1 at £100, 1 at £80, 1 at £52, 1 at £15, Three Inspectors—1 at £450, with £100 travelling allowance; 2 at £350 each, with £150 travelling allowance. Three Relieving-teachers at £100 each, with actual travelling expenses, Truant Officer, £200, with £60 travelling allowance.

Wellington.—Secretary, £450. Six Clerks—1 at £265, 1 at £250, 1 at £175, 1 at £165, 2 at £80. Three Inspectors — 1 at £500, 1 at £450, 1 at £425. Principal of Training College, £600. Clerk of Works, £300. Draughtsman, £150. Truant Officer, £180.

Hawke's Bay.—Secretary and Treasurer, £400. Two Clerks—1 at £156, 1 at £75. Two Inspectors, 1 at £500, with £175 travelling allowance, 1 at £400.

Marlborough.—Secretary, £175. Clerk, £25. Inspector, £350, with £75 travelling allowance. Architect, 5 per cent. on contracts, and travelling expenses. Truant Officer, £45.

Nelson.—Secretary, £325. One Clerk at £120. Two Inspectors—1 at £400, with £130 travelling allowance; 1 at £300, with £100 travelling allowance.

Grey.—Secretary, £208. Inspector, £330. Carpenter, £208. Truant Officer, £25.

Westland.—Secretary and Inspector, £325, with £75 travelling allowance. Clerk, £100.

North Canterbury.—Secretary, £450. Treasurer, £325. Four Clerks—1 at £200, 1 at £150, 1 at £90, 1 at £70. Three Inspectors at £475, with actual travelling expenses. Principal of Training College, £600. Tutor of Training College, £75. Clerk of Works, £250, with actual travelling expenses. Assistant Clerk of Works, £120. Foreman Carpenter, £175, with actual travelling expenses. Truant Officer, £155, with actual travelling expenses.

South Canterbury.— Secretary and Inspector, £345. Two Clerks, 1 at £180, 1 at £50. Inspector, £600. Architect, 7½ per cent. commission. Truant Officer, £40.

Otago.—Secretary and Treasurer, £500. Five Clerks—1 at £300, 1 at £220, 1 at £200, 1 at £115, 1 at £85. Four Inspectors—1 at £500, 1 at £475, 2 at £425: each with £150 travelling allowance. Principal of Training College, £600. Tutor of Training College, £60. Relieving-teacher, £240, with £1 week additional when employed in the country. Architect, £350, with actual travelling expenses. Gymnastic Instructor, £120. Truant Officer, £170, with actual travelling expenses.

Southland.—Secretary and Treasurer, £425. Three Clerks—1 at £210 10s., 2 at £60. Two Inspectors—1 at £450, 1 at £400: each with actual travelling expenses. Architect and Director of Technical Instruction, £375, with actual travelling expenses; two Assistant Architects —1 at £175, with actual travelling expenses, 1 at £45. Physical Instructor, £100, with actual travelling expenses. Truant Officer and Caretaker of Offices, £156.

Table No. 2.

AGE and SEX of the PUPILS on the School-rolls in the several Education Districts at the End of 1907.

Education Districts.	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		Over 15 Years.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Auckland	1,366	1,256	1,866	1,733	2,067	1,886	1,987	1,827	1,996	1,822	1,963	1,776	1,930	1,661	1,749	1,600	1,534	1,290	728	576	265	296	17,451	15,723	33,174
Taranaki	193	182	277	286	275	298	337	261	323	281	299	275	296	276	264	235	215	189	121	85	66	47	2,666	2,415	5,081
Wanganui	519	437	746	602	841	719	744	718	825	717	840	661	705	723	709	625	597	507	290	280	129	112	6,945	6,101	13,046
Wellington	632	556	913	795	1,064	892	970	814	958	929	965	950	938	887	917	858	775	616	388	319	167	177	8,677	7,793	16,470
Hawke's Bay	341	289	520	463	524	564	592	501	528	514	552	506	563	524	499	424	457	365	286	183	124	94	4,986	4,427	9,363
Marlborough	61	63	97	98	133	122	129	117	129	111	128	117	117	128	149	100	95	73	51	40	16	21	1,105	990	2,095
Nelson	260	216	301	270	363	302	316	294	313	302	330	288	315	272	291	268	243	223	108	114	43	41	2,883	2,590	5,473
Grey	95	107	99	101	106	112	99	86	102	95	87	89	83	88	91	90	59	70	28	39	25	33	874	910	1,784
Westland	69	57	54	58	62	51	44	55	58	51	55	54	57	50	47	43	37	26	30	17	18	26	531	488	1,019
North Canterbury ..	867	777	1,088	1,022	1,185	1,083	1,062	1,034	1,145	1,045	1,076	1,066	1,105	1,052	1,094	1,007	853	749	394	294	130	154	9,999	9,283	19,282
South Canterbury ..	210	213	306	267	322	279	317	263	270	281	290	278	311	274	302	267	254	207	128	117	68	61	2,776	2,507	5,285
Otago	956	862	931	775	997	938	1,066	1,001	1,082	1,057	1,119	1,079	1,067	1,038	1,048	1,077	985	1,002	426	310	193	174	9,870	9,313	19,183
Southland	401	364	574	524	575	576	558	513	579	512	581	547	582	496	553	498	428	412	195	180	80	88	5,106	4,710	9,816
Totals for 1907 ..	5,970	5,379	7,772	6,994	8,504	7,822	8,221	7,484	8,308	7,717	8,285	7,686	8,069	7,469	7,713	7,092	6,532	5,729	3,123	2,554	1,324	1,324	73,821	67,250	141,071
Totals for 1906 ..	6,100	5,442	7,737	7,041	8,045	7,409	8,354	7,698	8,253	7,597	8,171	7,633	8,030	7,464	7,727	6,958	6,162	5,400	3,031	2,474	1,307	1,269	72,917	66,385	139,302
Difference ..	−130	−63	35	−47	459	413	−133	−214	55	120	114	53	39	5	−14	134	370	329	92	80	17	55	904	865	1,769

Table No. 3.

STANDARD CLASSES of all PUPILS on School-rolls at the End of 1907.

Education Districts.	Pupils in Preparatory Classes.			Pupils preparing for Standard																					Totals.		
				I.			II.			III.			IV.			V.			VI.			VII.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Auckland ...	5,746	5,116	10,862	2,123	1,933	4,056	2,151	1,919	4,070	2,033	1,880	3,913	1,934	1,674	3,608	1,651	1,545	3,196	1,335	1,186	2,521	478	470	948	17,451	15,723	33,174
Taranaki ...	785	731	1,516	348	288	636	369	302	671	306	306	612	301	289	590	287	245	532	186	187	373	84	67	151	2,666	2,415	5,081
Wanganui ...	2,312	1,878	4,190	845	733	1,578	872	770	1,642	878	740	1,618	740	678	1,418	695	671	1,366	424	462	886	179	169	348	6,945	6,101	13,046
Wellington ...	2,939	2,448	5,387	989	851	1,840	1,036	951	1,987	1,070	1,022	2,092	1,000	876	1,876	863	753	1,616	515	570	1,085	265	322	587	8,677	7,793	16,470
Hawke's Bay ...	1,693	1,498	3,191	597	556	1,153	662	576	1,238	584	553	1,137	571	487	1,058	489	402	891	298	289	587	42	66	108	4,936	4,427	9,363
Marlborough ...	333	319	652	138	105	243	117	107	224	149	116	265	135	127	262	128	103	231	86	90	176	19	23	42	1,105	990	2,095
Nelson	850	690	1,540	329	293	622	334	299	633	339	304	643	358	290	648	336	304	640	246	283	529	91	127	218	2,883	2,590	5,473
Grey	326	305	631	95	114	209	79	87	166	103	106	209	89	68	157	88	103	191	62	83	145	32	44	76	874	910	1,784
Westland ...	191	164	355	53	62	115	48	48	96	64	62	126	64	41	105	41	42	83	37	37	74	33	32	65	531	488	1,019
North Canterbury	2,949	2,627	5,576	1,179	1,091	2,270	1,199	1,162	2,361	1,198	1,163	2,361	1,273	1,150	2,423	1,032	1,022	2,054	833	772	1,605	336	296	632	9,999	9,283	19,282
South Canterbury	817	729	1,546	320	281	601	331	290	621	329	286	615	317	295	612	296	274	570	274	270	544	94	82	176	2,778	2,507	5,285
Otago	2,875	2,704	5,579	1,311	1,220	2,531	1,146	1,103	2,249	1,152	1,036	2,188	1,132	1,084	2,216	986	981	1,967	825	777	1,602	443	408	851	9,870	9,313	19,183
Southland ...	1,502	1,365	2,867	625	517	1,142	564	550	1,114	621	577	1,198	628	559	1,187	597	514	1,111	416	451	867	153	177	330	5,106	4,710	9,816
Totals for 1907	23,318	20,574	43,892	8,952	8,044	16,996	8,908	8,164	17,072	8,826	8,151	16,977	8,542	7,618	16,160	7,489	6,959	14,448	5,537	5,457	10,994	2,249	2,283	4,532	73,821	67,250	141,071
Totals for 1906	21,810	19,088	40,898	8,800	8,039	16,839	8,824	8,141	16,965	8,909	8,038	16,947	8,569	7,856	16,425	7,606	7,145	14,751	5,876	5,599	11,475	2,524	2,478	5,002	72,917	66,385	139,302
Difference ...	1,508	1,486	2,994	152	5	157	84	23	107	-83	113	30	-27	-238	-265	-117	-186	-303	-339	-142	-481	-275	-195	-470	904	865	1,769

Table No. 4.

SUMMARY OF BOARDS' INCOME FOR THIRTY-ONE YEARS.

Year.	Balances, 1st January.	Maintenance.		Other Grants from Government.		Secondary Instruction.	Local Receipts.		Interest.	Deposits, Refunds, &c.	Total.
		From Education Reserves.	From Government.	Buildings.	Technical.		School Fees, &c.	Rents, &c.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	32,490 7 6	16,604 4 3	157,392 15 10	46,812 7 6	..	..	*41,955 11 4	1,190 7 1	..	†11,823 18 4	308,269 11 10
1879	58,173 3 11	21,330 7 1	217,876 2 0	150,581 4 7	..	..	1,799 5 9	1,231 7 9	3,048 17 2	‡8,887 15 11	462,928 4 2
1881	32,419 10 9	23,533 6 7	233,587 0 9	64,318 0 0	..	..	1,415 8 5	599 1 2	380 0 0	‡2,722 19 4	358,975 7 4
1883	11,532 15 4	24,714 18 9	266,967 12 11	83,322 10 9	..	..	1,221 13 6	2,155 1 2	858 4 0	‡3,117 4 2	393,890 0 7
1885	19,553 12 3	29,761 11 2	306,572 2 3	59,008 15 0	..	..	1,188 2 10	855 14 3	674 2 2	1,633 3 1	419,247 3 0
1887	21,157 5 10	27,372 9 3	332,605 3 8	55,451 2 9	..	..	1,434 1 2	236 8 11	529 9 2	252 13 4	439,038 14 1
1889	47,715 1 2	31,646 0 8	326,341 3 8	11,578 18 3	..	..	1,978 10 10	233 13 5	258 18 10	610 8 5	420,362 15 3
1891	27,690 2 5	34,741 11 1	342,244 10 0	66,737 10 3	..	..	1,866 2 0	241 14 0	613 15 11	232 15 11	474,368 1 7
1892	65,610 4 3	37,373 11 9	340,918 19 1	31,602 9 4	..	..	2,391 19 6	294 14 2	698 4 4	224 8 2	479,114 10 7
1893	51,098 17 6	37,169 11 0	350,465 13 11	47,273 0 0	..	..	2,349 6 11	552 6 10	487 18 9	1,014 14 6	490,411 9 5
1894	50,709 13 7	34,761 17 5	362,388 10 8	45,079 5 10	..	..	2,271 14 3	522 11 3	563 5 7	352 12 0	496,649 10 7
1895	42,396 18 8	39,828 11 1	379,610 16 10	44,608 1 4	..	..	2,369 2 3	856 11 11	348 8 0	326 14 4	510,340 4 5
1896	53,240 6 3	37,196 6 7	388,702 0 8	§4,957 1 8	..	..	3,042 5 9	580 4 11	148 12 2	163 18 9	488,030 16 9
1897	12,005 13 3	38,857 1 9	393,358 14 3	57,527 1 3	1,153 9 0	..	3,859 0 3	859 14 4	175 2 8	386 14 8	508,182 11 5
1898	14,317 17 3	38,023 15 4	396,114 6 11	64,733 2 6	2,557 13 8	..	6,312 18 1	1,308 18 5	96 7 4	266 2 2	523,731 1 8
1899	25,047 19 11	40,803 16 7	386,143 2 5	49,118 4 6	857 17 11	..	4,933 16 8	1,384 12 10	108 13 7	208 0 1	508,606 4 6
1900	5,520 13 10	41,381 1 8	387,637 10 8	58,740 12 6	996 15 9	..	4,664 3 9	1,126 18 1	85 13 7	1,790 1 0	501,943 10 10
1901	11,565 8 8	40,969 0 2	413,381 2 11	55,049 7 3	4,948 0 7	..	4,989 19 3	1,552 17 11	‖ ..	645 14 8	533,101 11 5
1902	6,923 0 3	43,046 17 10	458,966 7 11	60,679 11 3	8,726 4 11	..	5,446 0 6	1,832 7 9	..	770 6 0	586,390 16 5
1903	17,892 15 5	44,506 4 2	432,897 7 1	¶78,406 13 11	8,461 2 4	a17,664 3 5	4,691 4 9	2,686 3 2	..	387 19 8	607,593 13 11
1904	6,485 17 11	44,429 9 11	439,538 19 6	¶98,839 9 1	14,316 1 8	19,226 7 7	4,660 12 0	1,977 9 11	..	2,766 17 2	632,241 4 9
1905	29,230 11 9	49,236 6 8	461,948 15 8	b86,458 13 7	20,702 14 11	22,678 11 5	6,071 7 9	1,245 14 6	..	1,380 5 1	678,953 1 4
1906	20,923 7 1	48,895 7 11	519,734 19 11	b172,075 15 5	32,279 13 1	32,431 13 6	16,807 17 11	1,667 16 3	..	1,064 9 2	845,881 0 3
1907	59,075 8 11	47,385 4 8	539,365 4 9	127,610 6 1	31,126 13 6	30,440 10 1	8,684 6 0	3,640 17 2	..	622 6 0	847,950 17 2

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* Including sums raised by School Committees and expended on education without going through the Boards' books, as follows: New Plymouth, £750 1s.; Hawke's Bay, £814 4s. 5d.; Otago, £20,898 3s. 2d. † Including £9,025 7s. 5d. for secondary schools, the Auckland College and Grammar School and the Otago High School being under the charge of the Education Boards during the year 1877. ‡ Including subsidies to Public Libraries. § The greater part of the vote was not paid until after the end of the year. ‖ Included amongst "Rents, &c." ¶ Including special grants for technical-school buildings. a Included in previous years amongst "Maintenance." b Part of the grants for 1905 were not paid in that year, but are included in 1906.

Table No. 4A.

SUMMARY OF BOARDS' EXPENDITURE FOR THIRTY-ONE YEARS.

Year.	Management by Boards.	Inspection and Examination.	Maintenance of Schools.*	School Buildings.	Secondary Instruction.	Technical.	Interest and Exchanges.	Refunds, Advances, &c.	Balances,† 31st December.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	10,484 14 10	5,606 19 7	173,726 9 7	80,851 16 9	..	..	256 12 6	‡14,519 17 0	23,323 0 9	308,269 11 10
1879	11,109 8 10	7,735 4 0	221,053 4 0	172,867 14 3	..	..	225 18 4	§7,499 13 3	42,437 1 6	462,928 4 2
1881	8,109 6 9	8,387 15 4	243,257 3 6	58,254 12 6	..	..	150 14 3	§3,414 19 3	37,400 15 9	358,975 7 4
1883	9,662 12 9	9,866 11 8	272,269 17 2	86,748 13 0	..	..	214 12 1	§2,120 2 3	13,007 11 8	393,890 0 7
1885	10,551 0 7	10,039 14 4	310,761 0 7	64,821 15 4	..	..	225 9 4	1,258 13 9	21,589 9 1	419,247 3 0
1887	9,893 7 10	10,731 8 9	340,349 17 1	52,621 9 11	..	..	57 4 10	267 2 8	25,118 3 0	439,038 14 1
1889	9,683 19 8	10,197 14 1	328,099 16 6	41,123 11 11	..	..	25 7 9	106 15 10	31,125 9 6	420,362 15 8
1891	10,549 19 5	11,143 10 6	343,880 3 5	42,150 17 4	..	..	318 1 3	715 5 5	65,610 4 3	474,368 1 7
1892	11,017 3 9	11,685 7 8	355,254 4 0	49,088 18 4	..	..	286 10 2	683 9 2	51,098 17 6	479,114 10 7
1893	11,360 10 11	11,882 10 3	371,205 1 0	44,387 2 4	..	..	207 9 0	659 2 4	50,709 13 7	490,411 9 5
1894	11,425 4 8	12,692 5 8	382,154 5 6	44,851 19 7	..	..	333 1 4	2,795 15 2	42,396 18 8	496,649 10 7
1895	11,481 19 3	13,127 5 10	382,506 5 2	45,251 0 2	..	..	82 7 3	4,651 0 6	53,240 6 3	510,340 4 5
1896	12,032 13 2	13,037 4 7	395,831 16 4	53,533 15 6	..	..	230 3 11	1,359 10 0	12,005 13 3	488,030 16 9
1897	12,536 14 11	12,614 18 5	407,786 19 10	60,485 18 7	..	..	205 5 7	234 16 10	14,317 17 3	508,182 11 5
1898	12,649 0 6	13,076 16 11	412,373 15 11	52,719 18 4	..	6,112 10 9	271 10 10	1,510 17 4	25,016 11 1	523,731 1 8
1899	14,434 8 5	13,720 6 9	408,509 2 10	56,749 5 4	..	9,212 7 4	170 18 10	489 1 2	5,320 13 10	508,606 4 6
1900	14,532 4 0	14,698 18 4	401,977 1 2	51,805 18 3	..	5,720 18 2	327 9 11	1,315 12 4	11,565 8 8	501,943 10 10
1901	15,127 5 1	14,690 9 11	427,659 13 5	60,102 13 0	..	7,610 13 10	241 11 9	746 4 2	6,923 0 3	533,101 11 5
1902	14,693 9 8	14,215 2 10	465,247 15 1	61,763 5 2	..	11,605 7 9	‖ ..	790 14 6	18,075 1 5	586,390 16 5
1903	30,493 7 11		461,830 13 2	94,990 13 11	..	12,984 9 8	..	809 1 4	6,485 17 11	607,593 13 11
1904	31,980 15 2		449,249 11 7	83,509 1 6	20,507 12 11	16,735 7 7	..	1,028 4 3	29,230 11 9	632,241 4 9
1905	32,675 0 0		472,064 2 3	101,582 19 8	24,698 1 11	25,055 17 5	..	1,953 13 0	20,923 7 1	678,953 1 4
1906	35,148 10 5		527,856 3 4	150,344 5 6	33,002 13 1	36,239 12 8	..	4,214 6 4	59,075 8 11	845,881 0 3
1907	37,831 18 1		547,114 19 10	131,228 12 4	32,465 14 9	43,461 15 1	..	5,669 15 2	50,178 1 11	847,950 17 2

* Maintenance includes teachers' and pupil-teachers' salaries and pupil-teachers' lodging-allowances, grants to Committees and schools, and training of teachers. † Deducting overdrafts. ‡ Including £11,166 2s. for the Auckland College and Grammar School and the Otago High School, which were under the charge of the Board. § Including payments to public libraries. ‖ Included in "Management by Boards."

Table No. 5.

INCOME of the several EDUCATION BOARDS for the Year 1907.

Education Districts.	Balances, 1st January, 1907.	Receipts from Government.						Total from Government.	From Local Sources.				Refunds, Truancy Fines, &c.(2)	Overdrafts, 31st December, 1907.	Total.
		For Salaries and Allowances (including Receipts from Education Reserves).	Allowance of £250, and Capitation at 6d. and 11s. 3d. per Annum.	For Scholarships and District High Schools.	For Manual and Technical Instruction.	For Buildings and Sites, and House Allowance.	Miscellaneous(1).		Fees for District High Schools, Technical Schools, Training, &c.	Donations, Subscriptions, and Interest on Bequests.	Interest, Rents, Sale of Old Buildings, &c.	Total from Local Sources.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ...	13,429 1 9	115,850 3 1	16,815 12 0	5,005 16 10	7,408 6 1	35,436 13 4	4,978 1 3	185,494 12 7	793 14 11	583 8 1	546 2 6	1,923 5 6	112 18 10	...	200,959 18 8
Taranaki ...	2,078 16 11	17,754 9 7	2,778 9 6	1,103 13 4	614 18 4	5,786 11 0	352 0 9	28,390 2 6	307 10 1	284 5 11	155 5 7	747 1 7	65 15 3	125 17 8	31,407 18 11
Wanganui ...	...	45,731 0 7	6,695 18 3	2,945 12 11	2,766 17 2	9,513 17 7	497 12 0	68,150 18 6	1,679 2 9	1,592 11 0	193 4 1	3,464 17 10	77 12 1	5,131 18 0	76,825 1 5
Wellington ...	563 12 8	52,553 6 11	8,545 9 6	5,386 0 6	7,175 2 6	13,154 16 9	6,233 6 6	93,048 2 8	21 18 6	567 3 11	184 6 10	773 9 3	25 4 6	558 16 7	94,969 5 8
Hawke's Bay ...	4,741 5 5	30,309 0 10	4,862 3 9	1,940 19 5	996 14 11	10,873 15 9	495 7 9	49,478 2 5	194 12 0	124 1 0	355 4 5	673 17 5	52 15 0	...	54,946 0 3
Marlborough ...	297 10 8	7,994 9 0	1,277 2 3	147 0 0	248 11 6	1,880 7 8	202 13 3	11,750 3 8	26 19 0	...	35 8 0	62 7 0	3 10 0	...	12,113 11 4
Nelson	2,961 13 1	20,964 16 7	3,037 11 3	1,252 10 7	1,205 1 1	5,647 4 0	436 3 7	32,543 7 1	383 16 6	...	148 18 5	532 14 11	14 11 9	...	36,052 6 10
Grey	456 15 1	5,860 0 4	1,102 5 0	507 5 0	105 19 9	1,037 16 8	51 18 9	8,665 5 6	4 14 3	...	557 12 10	562 7 1	0 16 5	126 9 6	9,811 13 7
Westland ...	775 6 8	4,203 10 4	780 1 9	434 2 2	79 12 5	1,131 5 9	134 13 9	6,763 6 2	8 0 0	100 0 0	41 5 0	149 5 0	3 0 0	134 19 9	7,825 17 7
North Canterbury	12,329 7 2	62,395 4 5	9,817 9 3	3,861 11 0	3,587 17 1	18,241 10 1	6,453 13 10	104,357 5 8	28 0 0	1,143 2 5	691 13 9	1,862 16 2	48 14 2	...	118,598 3 2
South Canterbury	4,210 14 0	18,862 7 0	2,898 12 6	1,744 3 0	1,345 18 6	4,942 10 6	501 1 3	30,294 12 9	...	17 3 6	229 14 3	246 17 9	11 17 7	...	34,764 2 1
Otago	10,831 15 5	66,592 14 8	10,154 10 9	4,059 14 10	3,556 11 3	13,180 5 11	6,693 11 9	104,237 9 2	165 8 6	207 12 8	290 3 1	663 4 3	29 18 0	...	115,262 6 10
Southland ...	8,743 19 11	35,998 17 2	5,239 7 6	2,052 0 6	2,035 2 11	6,783 11 1	645 11 3	52,754 10 5	240 2 6	210 18 6	211 18 5	662 19 5	175 12 5	...	62,337 2 2
Totals for 1907	60,919 18 9	485,070 0 6	74,004 13 3	30,440 10 1	31,126 13 6	127610 6 1	27,675 15 8	775,927 19 1	3,853 19 0	4,830 7 0	3,640 17 2	12325 3 2	622 6 0	6,077 16 6	855,873 3 6
Totals for 1906	25,844 9 1	473,379 4 7	74,884 14 9	32,431 13 6	32,279 13 1	172075 15 5	20,366 8 6	805,417 9 10	3,043 6 0	13764 11 11	1,667 16 3	18475 14 2	1,064 9 2	1,844 9 10	852,646 12 1
Difference ...	35,075 9 8	11,690 15 11	−880 1 6	−1,991 3 5	−1152 19 7	−44465 9 4	7,309 7 2	−29,489 10 9	810 13 0	−8934 4 11	1,973 0 11	−6150 11 0	−442 3 2	4,233 6 8	3,226 11 5

(1) Including grants for training colleges, training of teachers, drill-instruction, conveyance of school-children, capitation at 9d., for Committees, &c.

(2) Including proceeds of school-sites—Auckland, £55; Wellington, £8 19s. 6d.; Nelson, £5; Otago, £69 3s. 1d.

Table No. 6.

EXPENDITURE of the several EDUCATION BOARDS for the Year 1907.

Education Districts.	Overdrafts, 1st January, 1907.	Staff Salaries, Clerical Assistance, and Office Contingencies (including Inspection and Examination Expenses).	Maintenance.				Scholarships, and Cost of Secondary Education in District High Schools.	Training of Teachers.	Manual and Technical Instruction.	Buildings, including Sites, Fencing, Furniture, Plans, Conveyances, House Allowance, &c.	Refunds, and Sundries.	Balances, 31st December, 1907.	Totals.
			Teachers' and Pupil-teachers' Salaries, and Pupil-teachers' Allowances.	Incidental Expenses of Schools (including Special Capitation 9d.).	Salaries of Relieving-teachers.	Total for Maintenance.							
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	...	8,340 9 2	115,612 7 3	9,324 0 3	1,178 18 5	126,115 5 11	4,996 17 10	3,581 0 4	9,753 15 9	27,829 19 3	402 13 1	19,939 17 4	200,959 18 8
Taranaki	...	1,693 17 4	18,136 15 9	1,848 14 2	55 4 0	19,535 13 11	1,369 15 0	...	1,481 8 10	7,271 16 10	55 2 0	...	31,407 13 11
Wanganui	1,844 9 10	3,400 19 1	45,978 11 5	3,064 9 11	283 4 7	49,326 5 11	3,072 7 3	282 4 0	6,457 18 0	12,285 0 1	155 17 3	...	76,825 1 5
Wellington	...	4,593 13 7	52,208 15 8	3,706 17 3	788 4 3	56,703 17 2	5,778 3 6	5,928 11 10	7,904 18 1	12,029 1 4	2,031 0 2	...	94,969 5 8
Hawke's Bay	...	2,324 8 1	30,055 12 10	2,888 3 0	153 9 4	33,097 5 2	1,863 12 11	...	1,703 7 8	12,513 2 2	55 3 9	3,389 0 6	54,946 0 3
Marlborough	...	917 6 11	7,925 15 10	462 18 11	62 16 10	8,451 11 7	147 10 0	67 11 7	419 12 5	1,549 0 8	33 1 11	527 16 3	12,118 11 4
Nelson	...	2,208 5 8	21,006 3 10	1,289 10 9	147 2 3	22,442 16 10	1,274 18 0	...	2,055 19 11	6,999 15 8	90 7 9	985 3 5	36,052 6 10
Greymouth	...	687 1 7	5,870 18 3	328 11 9	72 3 1	6,271 13 1	584 5 3	...	354 14 9	1,357 11 1	556 7 10	...	9,811 13 7
Westland...	...	652 12 4	4,209 19 5	202 7 6	30 19 11	4,443 6 10	612 7 0	...	227 10 1	1,868 7 1	21 14 3	...	7,825 17 7
North Canterbury	...	3,876 9 2	62,809 1 5	5,874 16 7	681 15 11	69,365 13 11	4,945 19 4	5,106 10 0	4,263 16 9	20,629 17 3	284 4 1	10,125 12 8	118,598 3 2
South Canterbury	...	1,563 8 2	18,855 7 6	1,390 12 8	125 13 11	20,371 18 8	1,757 9 5	...	1,603 11 9	4,517 4 3	195 17 1	4,754 17 9	34,764 2 1
Otago	...	4,745 15 8	66,103 4 4	5,755 0 9	383 13 9	72,191 18 10	4,073 14 3	5,120 4 0	5,127 4 3	18,366 4 11	890 18 9	9,746 6 2	115,262 6 10
Southland	...	2,832 11 4	35,900 13 4	2,688 16 6	122 5 5	38,711 15 3	1,988 15 0	...	2,107 16 10	9,011 12 2	897 7 3	6,787 4 4	62,337 2 2
Totals for 1907	1,844 9 10	37,831 18 1	484,673 6 10	38,319 19 7	4,035 11 8	527,028 18 1	32,465 14 9	20,086 1 9	43,461 15 1	131,228 12 4	5,669 15 2	56,255 18 5	855,873 3 6
Totals for 1906	4,921 2 0	35,148 10 5	472,152 17 11	37,731 6 5	2,839 3 3	512,723 7 7	33,002 18 1	15,132 15 9	36,239 12 8	150,344 5 6	4,214 6 4	60,919 18 9	852,646 12 1
Difference	−3,076 12 2	2,683 7 8	12,520 8 11	588 13 2	1,196 8 5	14,305 10 6	−536 18 4	4,953 6 0	7,222 2 5	−19,115 18 2	1,455 8 10	−4,664 0 4	3,226 11 5

Table No. 7.

Statement of Expenditure and Recoveries in respect of all Services under the Control or Supervision of the Minister of Education during the Year ended 31st March, 1908.

	£ s. d.	£ s. d.	£ s. d.
Head Office (Vote No. 74).			
Inspector-General of Schools	..	725 0 0	
Secretary	..	575 0 0	
Assistant Inspector-General	..	525 0 0	
Clerks and clerical assistance	..	5,593 8 3	
Travelling-expenses	..	265 11 2	
Telephone subscriptions	..	88 3 7	
Messenger and storeman	..	183 0 0	
Publications, books of reference, &c.	..	18 5 5	
Office requisites and repairs to typewriters	..	69 1 9	
Contingencies	..	13 1 0	
			8,055 6 2
Public Schools (Votes Nos. 75, 86, and 87, Consolidated Fund; and 104, Public Works Fund).			
Grants to Education Boards for—			
Teachers' salaries (including lodging-allowances of pupil-teachers)	486,284 13 11		
Less revenue from reserves	47,385 4 8		
		438,899 9 3	
Teachers' house allowances (Vote No. 81)	..	12,115 13 0	
General administrative purposes: Capitation at 11s. 3d. on average attendance	..	67,508 10 1	
Grant of £250 per annum to each Board	..	3,250 0 0	
Special grants for School Committees: Capitation at 9d. on average attendance	..	4,525 6 3	
Relieving teachers: Capitation at 6d. on average attendance	..	3,000 11 2	
School buildings—			
General maintenance, &c. (Vote No. 87)	..	59,549 0 0	
Rebuilding schools destroyed by fire (Vote No. 87)	..	2,409 13 0	
Rent of temporary premises during the rebuilding of schools destroyed by fire (Vote No. 87)	..	26 10 0	
New buildings, additions, and teachers' residences (Vote No. 104)	..	40,067 4 3	
Miscellaneous Expenditure—			
Schools at Chatham Islands	..	522 11 3	
Grants in aid of free kindergartens (Vote No. 86)	..	249 14 2	
Conveyance and board of school-children (Vote No. 75), £5,638 2s. 2d.; conveyance of teachers (Vote No. 86), £35 11s.	..	5,673 13 2	
Preparation of standard test questions in English and arithmetic	..	57 7 6	
Illustrations: Natural history, &c.	..	208 0 0	
Manual of Physical Drill	..	51 10 0	
School Journal—Editor (Vote No. 74)	400 0 0		
Contributions, fees, printing, &c. (Vote No. 86)	1,625 5 1		
	2,025 5 1		
Less amount received for sales	15 0 3		
		2,010 4 10	
Contingencies	..	22 8 6	
			640,147 6 5
Secondary and University Education (Votes Nos. 76, 86, and 87, Consolidated Fund; 104, Public Works Fund; and statutory payments).			
Grants to Education Boards for—			
Scholarships: Not exceeding capitation allowance at 1s. 6d. on average attendance	..	8,564 4 11	
District high schools: Salaries of secondary teachers	..	18,784 9 7	
District high schools: Subsidies ("Education Act, 1904")	..	1,044 13 7	
National Scholarships ("Education Act, 1904")	..	3,135 9 3	
Other Payments—			
Secondary schools and colleges: Capitation	..	22,814 15 10	
Secondary schools and colleges: Subsidies ("Education Act, 1904")	..	465 0 0	
Sir George Grey Scholarships (Vote No. 86)	..	175 0 0	
University of New Zealand: Statutory payment ("New Zealand University Act, 1874")	..	3,000 0 0	
Auckland University College: Statutory payment ("Auckland University College Act, 1882")	..	4,000 0 0	
Carried forward	..	61,983 13 2	648,202 12 7

Table No. 7—*continued*.

STATEMENT of EXPENDITURE and RECOVERIES—*continued*.

	£ s. d.	£ s. d.	£ s. d.
Brought forward	..	61,983 13 2	648,202 12 7
SECONDARY AND UNIVERSITY EDUCATION—*continued*.			
Other Payments—*continued*.			
Auckland University College: Specialisation in Commerce and Mining (Vote No. 86)	..	2,000 0 0	
Victoria College, Wellington: Statutory payment ("Victoria College Act, 1897")	..	4,000 0 0	
Victoria College, Wellington: Specialisation in Law and Science (Vote No. 86)	..	2,000 0 0	
Victoria College, Wellington; Queen's Scholarships (Queen's Scholarships Acts, 1903 and 1906)	..	856 6 0	
Victoria College, Wellington: Buildings (Vote No. 104) ..	..	1,894 2 5	
Canterbury College, Christchurch: Specialisation in Engineering (Vote No. 86)	..	2,000 0 0	
University of Otago: Specialisation in Mining, Medicine, and Veterinary Science (Vote No. 86)	..	2,000 0 0	
Marlborough High School: Statutory payment ("Marlborough High School Act, 1899")	..	400 0 0	
Grants to secondary schools for building purposes (Vote No. 104)—			
Thames	..	250 0 0	
Auckland Girls'	..	3,000 0 0	
New Plymouth	..	300 0 0	
Dannevirke	..	1,200 0 0	
Wellington	..	3,250 0 0	
Marlborough	..	100 0 0	
Christchurch Girls'	..	3,000 0 0	
Ashburton	..	400 0 0	
Waitaki	..	550 0 0	
Southland	..	500 0 0	
Nelson Boys: Rebuilding (Vote No. 87)	..	2,500 0 0	
Scholarship for H. F. Parker	..	40 0 0	
Scholarships for Maoris formerly attending public schools ..	..	38 18 8	
University colleges: Bursaries	..	99 3 6	
Torpedo-boat purchased from Council of Defence for Canterbury College (Vote No. 86)	..	72 0 0	
Conveyance of holders of free places at Secondary and District High Schools	..	3,771 10 0	
Contingencies	..	6 16 4	
			96,212 10 1
Technical Instruction (Votes Nos. 77 and 87, Consolidated Fund; 104, Public Works Fund; and "The Education Act, 1904").			
Salaries of Inspectors (two)	..	770 0 0	
Examinations—			
Science and Art, Board of Education, South Kensington, London	331 19 9	..	
City and Guilds of London Institute	604 8 8	..	
		936 8 5	
Capitation—			
School classes	14,268 2 1	..	
Special associated and college classes	17,760 18 2	..	
Free places	5,888 15 8	..	
		37,917 15 11	
Material and apparatus for classes	..	1,241 1 7	
Buildings and permanent apparatus (Vote No. 104)	..	26,797 18 8	
Rents (Vote No. 87)	..	1,091 5 4	
Railway fares of instructors	..	866 9 2	
Railway fares of students attending registered classes ..	..	188 7 6	
Railway fares of holders of free places	..	2,693 3 9	
Travelling-expenses of Inspectors	..	267 15 10	
Subsidies on contributions ("The Education Act, 1904") ..	..	3,936 6 0	
Sundries	..	25 12 1	
		76,732 4 3	
Less recoveries (examination fees)	..	141 10 0	
			76,590 14 3
Training Colleges and Training of Teachers (Votes Nos. 78, Consolidated Fund, and 104, Public Works Fund).			
Training Colleges—			
Salaries of staff	..	6,186 10 1	
Allowances to students, &c.	..	13,138 18 11	
Libraries	..	124 11 11	
Buildings (Vote No. 104)	..	9,947 15 9	
Classes at sub-centres—			
Grants to Education Boards	..	2,660 0 0	
Fares of teachers	..	5,186 18 4	
			37,244 15 0
Carried forward	..	..	858,250 11 11

Table No. 7—*continued.*

STATEMENT of EXPENDITURE and RECOVERIES—*continued.*

	£ s. d.	£ s. d.	£ s. d.
Brought forward	..	..	858,250 11 11
Public School Cadets (Vote No. 79).			
Commanding Officer (salary, £310; travelling-expenses, £262 5s. 7d.)	..	572 5 7	
Clerk (seven months)	..	107 18 4	
Fares of corps attending parades, &c.	..	260 10 9	
Expenses of training-camps	..	3,101 1 2	
Arms and accoutrements	..	2,483 0 1	
Capitation	..	1,793 4 7	
Contingencies	..	84 12 4	
		8,302 12 10	
Less recoveries (sale of ammunition, &c.)	..	828 13 0	
			7,473 19 10
Native Schools (Votes Nos. 80 and 87, Consolidated Fund; 104, Public Works Fund).			
Salaries of Inspectors (two)	..	720 0 0	
Salaries and allowances of teachers	..	20,714 5 5	
Higher education and apprenticeship	..	2,706 9 2	
Books, school requisites, sewing material, &c.	..	671 7 6	
Expenses of removals of teachers	..	658 5 9	
Travelling-expenses of Inspectors and others	..	567 8 11	
Buildings: New schools, additional class-rooms, &c. (Vote No. 104)	..	4,479 13 0	
General maintenance of buildings: Repairs, painting, &c. (Vote No. 87)	..	1,491 14 10	
Technical Instruction: Payment of instructors; material for classes	..	484 3 6	
Warming of schoolrooms	..	97 19 5	
Ferrying children	..	85 14 4	
Contingencies	..	110 6 3	
		32,787 8 1	
Less recoveries	..	271 1 10	
			32,516 6 3
Industrial Schools (Votes Nos. 81, 87, and 19, Consolidated Fund; and 104, Public Works Fund).			
Salaries of Assistant Inspector and Visiting Officers	787 0 0		
Travelling-expenses, &c., of Assistant Inspectors and Visiting Officers	906 17 7		
Travelling-expenses of Managers and other officers	277 7 5		
		1,971 5 0	
Schools,—			
Auckland—			
Salaries	476 17 5		
General maintenance	744 15 9		
Repairs to buildings, &c. (Votes Nos. 19 and 87)	90 16 7		
Children boarded out	1,296 0 8		
	2,608 10 5		
Less recoveries	1,013 8 0		
		1,595 2 5	
Boys' Training Farm, Weraroa—			
Salaries	2,023 11 1		
General maintenance	5,296 11 4		
Furniture, water-supply, clearing, &c. (Vote No. 104)	1,645 2 7		
Small works and repairs to buildings (Votes Nos. 19 and 87)	681 13 11		
Children boarded out	345 5 8		
	9,992 4 7		
Less recoveries	2,105 13 1		
		7,886 11 6	
Receiving Home, Wellington—			
Salaries	525 13 6		
General maintenance	1,175 0 11		
Additions to buildings, &c. (Vote No. 104)	1,011 15 9		
Repairs, &c., to buildings (Vote No. 87), £121 2s. 8d.; rent (Vote No. 81), £42 10s.	163 12 8		
Children boarded out	4,289 12 4		
	7,165 15 2		
Less recoveries	3,638 0 6		
		3,527 14 8	
Carried forward	..	14,980 13 7	898,240 18 0

Table No. 7—*continued.*

STATEMENT of EXPENDITURE and RECOVERIES—*continued.*

	£ s. d.	£ s. d.	£ s. d.
Brought forward	..	14,980 13 7	898,240 18 0
INDUSTRIAL SCHOOLS—*continued.*			
Receiving Home, Christchurch—			
Salaries	512 6 8		
General maintenance	780 19 5		
Rent of temporary premises	120 15 0		
Purchase of new site (Vote No. 104)	753 3 0		
Repairs to buildings, &c. (Votes Nos. 19 and 87)	44 6 2		
Children boarded out	3,369 1 7		
	5,580 11 10		
Less recoveries (including £946 18s. received for sale of building-sites)	3,051 16 9		
		2,528 15 1	
Te Oranga Home, Christchurch—			
Salaries	777 6 3		
General maintenance	529 1 9		
Rent	114 10 0		
Good-conduct rewards	44 5 7		
Alterations and additions to buildings, repairs, &c. (Votes Nos. 19 and 87, Consolidated Fund; and 104, Public Works Fund)	776 14 9		
	2,241 18 4		
Less recoveries	207 10 1		
		2,034 8 3	
Burnham—			
Salaries	2,230 5 4		
General maintenance	3,648 16 4		
Good-conduct rewards	58 11 5		
Small works and repairs to buildings (Votes Nos. 19 and 87)	531 4 8		
Children boarded out	107 15 6		
	6,576 13 3		
Less recoveries	575 9 6		
		6,001 3 9	
Caversham—			
Salaries	691 6 2		
General maintenance	984 18 8		
Painting and repairs to buildings (Votes Nos. 19 and 87)	671 4 5		
Boarding-out—			
Board of children	3,046 18 4		
Salary of Official Correspondent (six months)	62 10 0		
	5,456 17 7		
Less recoveries	3,524 14 1		
		1,932 3 6	
Private Schools—			
St. Mary's, Auckland—			
Maintenance	1,228 0 0		
Less recoveries	398 0 0		
		830 0 0	
St. Joseph's, Wellington—			
Maintenance	188 9 0		
Passages	1 2 6		
	189 11 6		
Less recoveries	21 2 1		
		168 9 5	
St. Mary's, Nelson—			
Maintenance	983 19 0		
Passages, clothing, and board of inmates	43 19 4		
	1,027 18 4		
Less recoveries	358 18 9		
		668 19 7	
St. Vincent de Paul's, Dunedin—			
Maintenance	119 1 0		
Dentistry and railway fare	5 12 10		
	124 13 10		
Less recoveries	35 0 6		
		89 13 4	
Inmates maintained at other institutions	..	389 11 7	
Amount refunded to earnings accounts of ex-inmates	..	81 3 9	
Compensation for theft of private property by inmates	..	17 16 6	
Books for school libraries	..	24 10 7	
Allowance to A. Thompson, late Visiting Officer	..	100 0 0	
Compensation for accident to T. Walker, late Farm Overseer, Weraroa	..	25 0 0	
Expenses of inmates visiting N.Z. International Exhibition	..	59 5 1	
Sundries	..	79 5 9	
			30,010 19 9
Carried forward	..	..	928,251 17 9

Table No. 7—*continued.*

STATEMENT of EXPENDITURE and RECOVERIES—*continued.*

	£ s. d.	£ s. d.	£ s. d.
Brought forward	..	..	928.251 17 9
Institution for the Deaf (Votes Nos. 19, 82, and 87, Consolidated Fund; and 104, Public Works Fund).			
Salaries—			
Director	400 0 0		
Assistants	1,279 6 11		
		1,679 6 11	
Matron and servants	911 8 2		
Medical Officer	20 0 0		
		931 8 2	
General maintenance	..	1,308 14 8	
Travelling-expenses, including transit of pupils	..	162 13 4	
Pupils boarded out	..	114 9 0	
Laying-out of grounds, alterations, and repairs to buildings (Votes Nos. 19 and 87, Consolidated Fund; and 104, Public Works Fund)	..	1,074 18 4	
Contingencies	..	23 4 5	
		5,294 14 10	
Less recoveries	..	622 10 3	
			4,672 4 7
Institution for the Blind (Votes Nos. 83, Consolidated Fund, and 104, Public Works Fund).			
Charges for pupils at Jubilee Institute, Auckland	..	645 13 5	
Grant for new buildings, Jubilee Institute, Auckland (Vote No. 104)	..	1,000 0 0	
Separate instruction of pupil at Christchurch	..	21 0 0	
		1,666 13 5	
Less recoveries	..	130 19 3	
			1,535 14 2
Home for Backward Children (Votes Nos. 84, Consolidated Fund, and 104, Public Works Fund).			
Salaries..	..	41 18 6	
Passages of Principal and family from England	..	96 13 5	
Travelling-expenses	..	92 0 2	
Stock, farm implements, and sundries	..	236 19 11	
Furniture, inspection of buildings, &c. (Vote No. 104) ..	..	176 14 8	
			644 6 8
Infant Life Protection (Vote No. 85).			
Salaries of visiting nurses	..	67 7 3	
Travelling-expenses, &c.	..	62 7 9	
			129 15 0
Miscellaneous (Votes Nos. 75 and 86, and "The Civil Service Act, 1866").			
Expenses of Inspector-General of Schools' visit to England and other countries (Vote No. 86)—			
Travelling-expenses	697 13 10		
Photographs for exhibition at Educational Conference in London	47 17 1		
Specimens of apparatus, publications, &c., purchased for use of Department	35 19 5		
		781 10 4	
Expenses of departmental exhibits at New Zealand International Exhibition (Vote No. 86)	..	111 12 2	
"Milne" seismograph No. 20: maintenance of (Vote No. 86)	..	4 0 9	
Postage and telegrams (Vote No. 86)	..	1,423 15 8	
Subsidies to public libraries, on basis of voluntary contributions (Vote No. 86)	..	3,000 0 0	
Subsidy for library and reading-room, Owaka (Vote No. 86) ..	..	30 0 0	
" Kaitaia " ..	..	25 0 0	
Teacher's Superannuation Board: travelling-expenses of members, and medical examination of applicants for retirement (Vote No. 86)	..	52 2 4	
Examination expenses (Vote No. 75): Teachers' and Civil Service	5,775 14 10		
Less recoveries (examination fees)	3,054 17 6		
		2,720 17 4	
Grant to Educational Institute for travelling-expenses of members (Vote No. 75)	..	100 0 0	
Conference of educational authorities, February, 1907 (Vote No. 75)	..	47 7 6	
Compassionate allowance to widow of late Dr. Burns, medical officer at Caversham Industrial School ("The Civil Service Act, 1866")	..	100 0 0	
			8,396 6 1
Total	..	..	£943,630 4 3

Table No. 8.

List of the Public Schools in the several Education Districts, with the Expenditure for the Year 1907. and the Names, Classification, Status, and Emoluments of the Teachers as in December, 1907.

Note 1.—Every couple of half-time schools is kept together.

Note 2.—In the column for "Position in the School" (10) "M" and "F" distinguish sex; "H" means head of a school; "M" or "F" (standing alone sole teacher; "A," assistant teacher; "P," pupil-teacher; and "Sec." indicates that the teacher is engaged in secondary instruction.

Note 3.—In the column for "Classification" (9) an asterisk signifies that the certificate is provisional.

Note 4.—In the column for "Salary" (11) an asterisk signifies that an addition is made to the teacher's salary out of the district high school grants. See also E.-12, 1908.)

AUCKLAND.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Amodeo Bay	8	32 0 0	..	6 8 1	..	..	Ross, May A.	..	F	48 0 0	..
Awanga	4	24 0 0	..	..	..	..	Ransbottam, H. V.	..	M	24 0 0	..
Babylon	16	91 15 0	10 0 0	7 10 9	..	..	Floyd, Alfred B.	..	M	84 0 0	10
Great Barrier	8	60 0 0	10 0 0	0 12 6	..	..	Hunter, Edward J.	..	M	60 0 0	10
Hakaru	13	76 10 0	10 0 0	6 1 6	..	..	Sinclair, Marion M.	..	F	72 0 0	10
Hinuera	6	36 0 0	..	2 4 4	..	..	Bruford, Mary J.	..	F	36 0 0	..
Hoteo North	13	99 0 0	10 0 0	12 15 6	..	..	Booth, Ada K. M.	..	F	99 0 0	10
Huarau	11	90 10 0	10 0 0	6 5 6	5 0 0	..	Carter, Evelyn M.	..	F	84 0 0	10
Kaimamaku	8	48 0 0	..	4 16 0	..	..	Mackenzie, Rhoda S.	..	F	48 0 0	..
Katikati No. 1	5	27 0 0	..	3 6 0	..	..	Gledstanes, Mary	..	F	36 0 0	..
Lichfield	15	88 10 0	10 0 0	23 5 6	..	150 0 0	Kells, Isabella F. R.	Lic.	F	90 0 0	10
Mahoenui	6	54 0 0	10 0 0	..	..	..	Pirrit, James A.	..	M	54 0 0	10
Mairoa	11	66 0 0	10 0 0	5 15 3	..	..	Menzies, Gladys E.	..	F	66 0 0	10
Maraetai	17	92 0 0	10 0 0	13 9 9	..	9 7 0	McGrael, Michael	..	M	85 0 0	10
Moerangi	4	27 10 0	..	1 4 8	..	..	Moloney, Hilda A.	..	F	30 0 0	..
Okiwi	13	73 10 0	10 0 0	4 17 6	..	..	Stead, Edwin C.	..	M	84 0 0	10
Okoroire	19	116 15 0	...	133 18 1	..	..	Walsh, Mrs. E.	E1	F	110 0 0	..
Oparau	10	63 0 0	10 0 0	3 0 5	4 0 0	..	Hayes, Katie	..	F	60 0 0	10
Orere	6	36 0 0	..	..	..	..	McLeod, May	..	F	36 0 0	
Oroville	15	84 15 0	10 0 0	6 6 4	..	..	Smith, William	..	M	84 0 0	10
Oruaiti	13	99 0 0	10 0 0	5 2 6	..	..	Ballance, Violet M.	..	F	99 0 0	10
Otaikerangi	6	67 10 0	10 0 0	0 12 7	..	..	O'Donoghue, T. V.	..	M	66 0 0	10
Paengaroa	13	72 0 0	10 0 0	2 7 5	..	..	Murray, Mrs. R. B.	..	F	72 0 0	10
Papamoa	11	110 0 0	10 0 0	5 12 6	..	..	Battersby, E. B.	D3	F	110 0 0	10
Paparimu	16	98 10 0	10 0 0	7 10 6	..	..	Cooper, Lucy	D4	F	90 0 0	10
Pukeatua	13	110 0 0	10 0 0	5 18 6	..	..	Shannon, Catherine	E3	F	110 0 0	10
Pukekawa	15	88 0 0	10 0 0	29 3 10	..	..	Dean, Margaret	..	F	84 0 0	10
Pukemiro	13	78 0 0	10 0 0	3 17 7	6 0 0	..	Melville, Isabelle	..	F	78 0 0	10
Ruapuke	9	72 0 0	..	15 13 6	..	..	Burns, Robert N.	..	M	72 0 0	..
Ruatangata East	11	58 10 0	..	4 16 0	..	..	White, Robert S.	..	M	72 0 0	..
Takahue	7	99 0 0	10 0 0	4 10 3	..	..	Ammon, Helena A.	..	F	99 0 0	10
Tangoao	14	90 11 8	10 0 0	6 12 0	..	..	Duhig, John G.	..	M	78 0 0	10
Tara Road	14	110 0 0	10 0 0	6 10 3	..	..	Jackson, Edith S. A.	Lic.	F	110 0 0	10
Tawharanui	13	87 15 0	10 0 0	9 14 6	..	..	Higham, Mary A.	..	F	84 0 0	10
Te Akatea and Waingaro	16	102 12 0	10 0 0	12 19 1	11 0 0	..	Kenny, Cyril B.	..	M	97 4 0	10
Te Puna Point	9	54 0 0	10 0 0	4 13 9	..	..	George, Charlotte	D4	F	54 0 0	10
Te Rahu	10	75 0 0	..	6 4 0	..	..	Hamilton, Josephine	E3	F	72 0 0	..
Te Rauamoa	14	81 5 0	10 0 0	6 3 8	..	..	Ashby, Albina	..	F	78 0 0	10
Tererenga	11	59 0 0	9 3 4	5 5 6	..	..	Broadgate, F. L. K.	..	M	60 0 0	10
Te Tahi	10	66 0 0	10 0 0	2 6 2	..	..	Murphy, Ellen	..	F	66 0 0	10
Te Uku	17	100 10 0	..	10 18 6	..	4 0 0	Harsant, E. M. N.	Lic.	F	72 0 0	..
Tirohanga	18	93 15 0	10 0 0	7 14 9	..	..	White, Nellie	..	F	99 0 0	10
Tryphena	12	110 0 0	..	7 12 9	..	..	Mabbett, Arthur	Lic.	M	110 0 0	..
Waiau	7	42 0 0	..	4 7 9	..	..	Hill, Isabel	..	F	42 0 0	..
Waingarara	10	57 0 0	10 0 0	9 2 6	..	..	Hylton, Eric A.	..	M	54 0 0	10
Waiotemarama and Wekaweka	16	103 6 0	..	24 15 11	..	..	Walker, William	..	M	97 4 0	..
Waipu Cave	4	24 0 0	..	..	..	..	Runciman, William	..	M	24 0 0	..
Wairere	15	91 10 0	10 0 0	7 6 0	5 0 0	..	Joyce, May F.	..	F	84 0 0	10
Waitetuna	19	99 0 0	10 0 0	10 4 0	10 8 0	..	McKinnon, Malcolm	..	M	99 0 0	10
Weymouth	11	58 10 0	..	5 13 6	..	..	Smallman, Lilian M.	..	F	66 0 0	..
Whangamarino	7	60 0 0	10 0 0	5 5 0	..	..	Dean, Daisy	D4	F	60 0 0	10
Whangaparaoa	11	60 10 0	9 3 4	0 18 3	..	..	Sergeant, A. W.	..	M	66 0 0	10
Wharehine	9	66 0 0	10 0 0	12 19 9	..	..	Moffat, Grace	..	F	66 0 0	10
Whatipu	5	28 10 0	..	..	..	..	Armour, Marion A.	..	F	30 0 0	..
Taotaoroa No. 2	11	62 10 0	9 3 4	4 7 6	..	..	Lowe, Jessie L.	..	F	60 0 0	10
Guard's Bay and Colville	12	62 0 0	9 3 4	..	..	..	Geard, Louisa	..	F	72 0 0	10
Henderson Point	15	76 0 0	9 3 4	7 11 5	..	140 17 10	Richards, Nora	D2	F	84 0 0	10
Kakapuka	16	92 0 0	9 3 4	7 0 0	16 9 0	16 18 5	Brown, Martin G.	D4	M	110 0 0	10
Otarewa	13	72 10 0	9 3 4	3 13 8	..	5 12 5	Cowern, C. M. I.	..	F	78 0 0	10
Pepepe	8	43 10 0	8 6 8	7 8 7	..	..	Evans, Evelyn B.	..	F	54 0 0	10
Bickerstaffe	14	50 0 0	5 16 8	10 16 4	7 10 0	23 16 11	Nutsford, Kate E.	Lic.	F	84 0 0	10

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 0—*continued.*											
Kaeaea	12	56 0 0	7 10 0	11 1	..	..	Moore, Robert W. ..	..	M	72 0 0	10
Tatu	14	50 17 8	6 0 6	5	..	..	Crickett, Nellie ..	..	F	84 0 0	10
Hunua No. 2 ..	11	31 10 0	5 0 0	6	..	..	Pratt, Edward J. ..	..	M	60 0 0	10
Wairamarama ..	3	7 10 0	..	..	..	..	Cole-Baker, Mrs. M. L., B.A.	B2	F	18 0 0	..
Haylock's	4	6 0 0	..	..	..	..	Reeve, Olive ..	..	F	24 0 0	..
Rangiuru	7	10 10 0	..	15 11 0	..	..	Tanner, Ella R. ..	..	F	42 0 0	..
Tokirima Road ..	12	14 6 0	1 19 3	..	0 10 0	..	Ellicott, Mrs. E. M.	..	F	72 0 0	10
GRADE 1.											
Albertland North ..	13	110 0 0	10 0 0	6 19 3	..	..	Becroft, F. I. I. ..	D4	F	110 0 0	10
Awitu Central ..	16	110 0 0	..	7 10 3	..	..	Lorking, Walter H.	E2	M	110 0 0	..
Awitu No. 2 ..	18	130 0 0	10 0 0	7 18 9	..	..	Cruickshank, J. ..	D3	F	130 0 0	10
Bream Tail and Waipu Cove	18	132 0 0	10 0 0	8 13 6	..	..	Fraser, Jessie A. ..	E2	F	132 0 0	10
Brooklynn and Huia	18	121 7 1	10 0 0	11 4 3	..	..	Harrison, Robert J.	..	M	118 16 0	10
Cabbage Bay ..	22	110 0 0	10 0 0	25 3 11	..	..	Smith, W. H. ..	D3	M	110 0 0	10
Churchill	10	110 0 0	10 0 0	6 7 3	..	..	Macdonald, Sarah E.	Lic.	F	110 0 0	10
Elstow	16	125 0 0	10 0 0	8 4 3	..	..	Hardy, Florence F.	E3	F	110 0 0	10
Greenhithe and Long Bay	16	132 0 0	10 0 0	7 18 5	..	..	Mackay, T. E. A. ..	D3	M	132 0 0	10
Gumtown	19	105 8 4	10 0 0	25 16 3	..	..	Crickett, Atholl G.	..	M	99 0 0	10
Hangatiki	21	99 0 0	10 0 0	7 13 8	..	281 3 6	Le Gallais, Leddra	..	M	99 0 0	10
Jordan	18	103 11 8	10 0 0	9 2 9	10 8 0	..	Archibald, M. R. ..	D3	F	110 0 0	10
Kaurihohore ..	16	130 0 0	..	8 6 3	..	..	Moore, Minnie L. ..	E3	F	130 0 0	..
Rototuna	27	110 0 0	..	38 8 11	..	..	Tisdall, Estelle A. ..	D2	F	110 0 0	..
Kohekohe	22	110 0 0	..	45 7 0	..	..	Lichfield, Mrs. M. E.	D3	F	110 0 0	..
Komakorau ..	16	110 0 0	10 0 0	26 10 3	..	..	Shanahan, M. A. ..	D3	F	110 0 0	10
Koutu	18	99 0 0	10 0 0	9 12 0	6 10 0	..	Yarborough, M. C. M. C.	..	F	99 0 0	10
Mangaiti	22	130 0 0	10 0 0	7 14 10	..	99 12 7	Keaney, Annie ..	E2	F	130 0 0	10
Mangapiko	10	110 10 0	10 0 0	13 7 5	..	..	Monstedt, Anna M.	E3	F	110 0 0	10
Mareretu	16	112 15 0	10 0 0	10 11 1	..	..	Walton, Sarah O. ..	..	F	99 0 0	10
Matapouri	16	99 0 0	10 0 0	[illegible] 11 2	..	..	Gunson, William D.	..	M	99 0 0	10
Mauku West ..	29	99 18 4	..	10 14 2	..	..	Gutry, George A. ..	..	M	99 0 0	..
Miranda and Kaiawa	17	118 16 0	10 0 0	8 5 9	..	..	Hendry, G. McI. ..	..	M	118 16 0	10
Motukaraka ..	16	130 0 0	..	7 12 9	..	..	Rudall, John H. ..	D3	M	130 0 0	..
Muriwai	16	110 0 0	10 0 0	18 19 6	..	5 16 4	Brett, Reginald E...	D4	M	110 0 0	10
Ohinewai	21	130 0 0	..	10 3 6	..	..	Baston, Florence I.	E2	F	130 0 0	..
Omaha, Little ..	22	109 1 8	..	14 19 6	..	..	Carr, Mrs. J. H. W.	Lic.	F	110 0 0	..
Opua	16	101 11 8	..	22 12 11	..	..	Warin, Herbert D.	..	M	99 0 0	..
Oropi	17	110 0 0	10 0 0	1 11 5	6 0 0	..	Leech, Grace C. ..	E3	F	110 0 0	10
Otumoetai	19	130 0 0	10 0 0	11 1 2	..	..	Bull, Edith L. ..	E3	F	130 0 0	10
Papakura Valley No. 2	21	110 0 0	10 0 0	9 1 3	..	..	Vincent, E. M. ..	Lic.	F	110 0 0	10
Paradise	21	100 10 0	10 0 0	9 2 3	..	..	Laing, A. M. ..	..	M	99 0 0	10
Parkhurst	10	121 0 0	10 0 0	5 19 9	..	..	Vialoux Elizab. M.	..	F	99 0 0	10
Pukete	18	117 0 0	..	38 11 11	..	..	Laxon, Eileen W...	..	F	117 0 0	..
Punakitere	14	160 0 0	10 0 0	22 5 4	..	..	Reid Robert T. ..	E3	M	160 0 0	10
Pungaere	21	130 0 0	10 0 0	10 12 6	..	..	Lothian, John, ..	C4	M	130 0 0	10
Purua	14	106 6 8	..	6 14 0	..	..	Carter, Henrietta M.	D4*	F	110 0 0	..
Raupo	13	99 0 0	10 0 0	14 14 6	..	..	Torr, Ivy J. ..	..	F	99 0 0	10
Rotorangi	15	110 0 0	10 0 0	9 13 1	..	..	McKinnon, R. A. ..	Lic.	M	110 0 0	10
Tangaihi	15	99 0 0	10 0 0	7 15 3	..	..	Macrae, Murdoch ..	..	M	99 0 0	10
Tangowahine ..	18	102 13 4	10 0 0	17 12 6	..	5 18 11	Boswell, Charles W.	Lic.	M	110 0 0	10
Whitford No. 2 ..	19	110 0 0	10 0 0	10 16 8	..	..	Piggot, Ellen M. .	D3	F	110 0 0	10
Union Collieries ..	18	99 0 0	10 0 0	8 6 6	..	..	Pendergrast, H. E.	..	M	99 0 0	10
Wairoa South ..	17	130 0 0	10 0 0	13 11 11	..	..	Smith, Margaret J.	E2	F	130 0 0	10
Waiwera	16	110 0 0	10 0 0	7 12 9	..	..	Stevenson, J. E. B.	Lic.	F	110 0 0	10
Whangapoua ..	19	130 0 0	10 0 0	8 16 0	..	..	Johnston, William	Lic.	M	130 0 0	10
Whangaripo ..	15	110 0 0	10 0 0	7 11 6	..	..	Hefford Jane E. ..	E2	F	110 0 0	10
Whangaroa North ..	16	110 0 0	..	11 13 9	..	..	Cooke, Violet M. ..	E3	F	110 0 0	..
Woodlands	23	109 1 8	10 0 0	9 9 10	..	5 18 0	White, Caroline ..	D3	F	110 0 0	10
Titoki	21	120 0 0	10 0 0	22 2 2	11 15 0	..	Windust, Mrs. P. A.	E1	F	130 0 0	10
Hoteo Valley ..	18	82 10 0	8 6 8	12 17 3	..	162 15 6	Kane, Jane ..	..	F	99 0 0	10
Kaimarama ..	17	90 15 0	9 3 4	26 10 5	..	29 2 6	Rhodes, Eric G. ..	..	M	99 0 0	10
Kirikopuni	16	90 15 0	9 3 4	38 6 11	..	85 10 7	Wallace, John H. ..	..	M	99 0 0	10
Pah	25	74 5 0	7 10 0	23 8 3	..	..	Collier, Henry R. ..	..	M	99 0 0	10
Rukuhia	17	74 5 0	7 10 0	5 19 5	..	272 9 7	Watt, Helen ..	..	F	99 0 0	10
GRADE 2.											
Ahuroa	26	123 10 0	20 0 0	11 9 0	..	..	Hannah, Arthur ..	..	M	117 0 0	20
Aka Aka	26	130 0 0	20 0 0	18 12 0	2 15 0	338 3 5	Batchelor, Mrs. A. J.	D3	F	130 0 0	20
Brookside	23	130 0 0	20 0 0	12 10 9	..	..	Usher, Agnes ..	E2	F	130 0 0	20
Fairburn's Road ..	18	130 0 0	20 0 0	8 19 9	..	..	Carse, Harry ..	D2	M	130 0 0	20
Goodwood	28	144 0 0	20 0 0	16 1 6	..	..	Nixon, Elizabeth A.	D2	F	144 0 0	20
Graham's Fern ..	20	144 0 0	20 0 0	10 10 11	..	..	Johnson, Joseph B.	D3	M	144 0 0	20

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Greerton	26	130 0 0	20 0 0	30 17 5	..	5 5 0	Brain, Alice J. ..	E3	F	130 0 0	20
Hastings	20	144 0 0	..	12 10 2	..	..	Moores, Peter ..	D1	M	144 0 0	..
Hautapu	22	130 0 0	20 0 0	12 0 2	..	..	Edmiston, Jessie H.	E1	F	130 0 0	20
Horse-shoe Bush ..	18	144 0 0	20 0 0	8 15 3	..	..	Wilson, William C.	D2	M	144 0 0	20
Huanui	21	130 0 0	20 0 0	10 5 9	..	..	Marshall, Leslie C.	E2	M	130 0 0	20
Hukatere	22	127 16 8	20 0 0	9 4 3	..	..	Moor, Arthur C. ..	..	M	117 0 0	20
Kaikobe	22	135 16 8	20 0 0	10 13 9	..	..	Rainbow, F. A. ..	E5	M	130 0 0	20
Kaiwaka	28	130 0 0	..	15 17 9	..	..	Ryan, Elizabeth M.	Lic.	F	130 0 0	..
Karaka No. 1 and Karaka No. 2	15	156 0 0	20 0 0	7 8 3	..	..	Burton, Percy R. ..	D3	M	156 0 0	20
Karamu	23	117 0 0	..	15 2 3	..	..	Mendl, Reginald J.	..	M	117 0 0	..
Kariaotahi	22	130 0 0	..	13 19 0	..	..	Fenwick, Herbert ..	C3	M	130 0 0	..
Kauaeranga Valley ..	20	130 0 0	20 0 0	9 13 6	5 4 0	..	Smith, Frank H. ..	D2	M	130 0 0	20
Kennedy Bay ..	21	130 0 0	20 0 0	4 2 9	..	..	Tooman, Francis ..	Lic.	M	130 0 0	20
Kerikeri	18	130 0 0	20 0 0	1 14 1	..	..	Upton, Frederick G.	Lic.	M	130 0 0	20
Kutarere	16	130 0 0	20 0 0	1 6 6	..	..	Braithwaite, F. C.	D4	M	130 0 0	20
Limestone Island ..	24	130 0 0	..	14 10 0	..	..	Bates, Daisy M. ..	Lic.	F	130 0 0	..
Mahurangi Heads and Mullet Point	23	156 0 0	..	10 2 3	..	..	McGrath, Francis ..	Lic.	M	156 0 0	..
Makarau and Tahekeroa	21	156 0 0	20 0 0	9 12 0	..	133 12 6	Armstrong, Annie ..	Lic.	F	156 0 0	20
Mangapai	27	130 0 0	20 0 0	17 6 0	..	..	Long, Edgar R. ..	D3	M	130 0 0	20
Mangawhara ..	21	130 0 0	20 0 0	22 2 0	1 6 0	295 16 7	Smith, Adelaide M.	D3	F	130 0 0	20
Manakau Heads ..	23	144 0 0	..	9 19 0	..	..	Bishop, Stanley J. ..	Lic.	M	144 0 0	..
Matahuru No. 1 and Matahuru No. 2	20	172 16 0	20 0 0	10 14 3	..	..	Ansley, Arthur F. T.	D2	M	172 16 0	20
Matakohe No 2 ..	22	117 0 0	20 0 0	13 1 0	..	61 10 7	Wood, Ernest A. ..	..	M	117 0 0	20
Maungatawhiri Valley	18	130 0 0	..	9 1 3	..	..	Robertshaw, Mary A.	Lic.	F	130 0 0	..
Ngunguru	26	130 0 0	..	11 4 0	..	..	Grigg, Albert E ..	E3	M	130 0 0	..
Okaihau No. 2 and Utakura Valley	28	156 0 0	20 0 0	13 3 3	18 0 0	..	Hughes, Wilfred L.	D3	M	156 0 0	20
Ongarue	27	117 0 0	20 0 0	11 13 6	..	..	Langdon, Arthur ..	..	M	117 0 0	20
Orua Bay	22	130 0 0	20 0 0	10 1 0	..	..	Gledhill, Eunice A.	E2	F	130 0 0	20
Otonga and Opuawhanga	19	140 8 0	..	10 16 3	..	..	Rust, Douglas S. ..	..	M	140 8 0	..
Paemako	24	119 2 8	19 12 6	10 5 3	..	..	Smerdon, Stanley V.	..	M	117 0 0	20
Pakiri	18	130 0 0	20 0 0	9 2 9	..	..	Keleher, Mary K. ..	Lic.	F	130 0 0	20
Papakura Valley ..	22	130 0 0	..	10 11 11	..	..	Blow, Harold I. ..	D3	M	130 0 0	..
Paterangi	27	123 16 8	..	10 18 0	..	..	Bates, Mrs. Agnes J.	D2	F	130 0 0	..
Piako Valley ..	31	117 0 0	20 0 0	6 13 9	..	279 9 5	Fortune, Conrad S.	..	M	117 0 0	20
Pollock	23	117 0 0	..	10 2 3	..	..	McLean, Neil ..	..	M	117 0 0	..
Pongakawa	19	130 0 0	20 0 0	8 9 3	..	..	Barlow, Gertrude E.	E2	F	130 0 0	20
Pukerimu	21	130 0 0	..	18 19 6	..	..	Haensler, Mrs. Emily M. L.	E2	F	130 0 0	..
Puketarata	24	130 0 0	20 0 0	12 7 6	..	..	Mandeno, Mary E.	D3	F	130 0 0	20
Purerua	17	117 0 0	20 0 0	3 5 9	..	..	Tennent, Frances I.	..	F	117 0 0	20
Purua No. 2 ..	17	117 0 0	20 0 0	9 4 6	..	..	McDonald, Ivon F.	..	M	117 0 0	20
Ruatangata West ..	21	131 3 4	20 0 0	14 7 8	..	..	Johns, William F.	Lic.	M	130 0 0	20
Swanson ..	23	130 0 0	20 0 0	10 3 0	..	..	Duncan, Kate ..	E2	F	130 0 0	20
Tangihua No. 2 ..	18	130 0 0	20 0 0	12 4 8	..	..	Teesdale, Jacob T...	D2	M	130 0 0	20
Te Arai North and Te Arai South	22	156 0 0	20 0 0	32 8 0	..	..	Leech, Joshua S. ..	D3	M	156 0 0	20
Te Matai	21	130 0 0	20 0 0	9 0 3	..	..	Crosby, Edward ..	C3	M	130 0 0	20
Te Pahi No. 1 ..	20	130 0 0	20 0 0	27 15 3	..	..	Barlow, Miriam V.	E2	F	130 0 0	20
Tiroa	22	92 1 0	15 0 0	2 9 0	..	..	Gilbert, John ..	..	M	117 0 0	20
Titirangi	22	130 0 0	..	11 3 3	..	..	Totman, Leonard W.	D3	M	130 0 0	..
Tokatoka	21	144 0 0	..	21 18 7	..	..	Barton, Robert ..	E2	M	144 0 0	..
Waiheke Central and Man-o'-war Bay	21	156 0 0	20 0 0	10 3 6	..	..	Harvey, John H. ..	C3	M	156 0 0	20
Waiomio and Otakeo	21	126 2 0	15 0 0	16 15 4	20 5 0	..	Dowding, F. B. ..	C3	M	156 0 0	20
Wellsford	21	130 0 0	20 0 0	12 6 8	..	..	Izod, Lionel ..	E3	M	130 0 0	20
Taotaoroa No. 1 ..	22	119 3 4	..	7 16 6	..	..	Hardy, Helena H...	E2	F	130 0 0	..
Matiere	24	97 10 0	15 0 0	7 5 0	..	..	Le Cocq, Walter A.	D3	M	130 0 0	20
Owhata	25	87 15 0	15 0 0	19 19 0	..	15 2 3	Rouse, George ..	..	M	117 0 0	20
Maungaroa and Turoto Road	23	54 7 0	6 1 6	31 17 10	..	..	Meredith, Samuel E.	..	M	140 8 0	20
GRADE 3.											
Araparara and Mangakura	27	172 16 0	20 0 0	13 18 6	..	..	McElroy, John ..	E2	M	172 16 0	20
Ararua	35	144 0 0	..	24 5 6	..	..	Brownlee, James L.	D3	M	144 0 0	..
Ardmore	25	144 0 0	..	41 18 10	..	..	Latimer, Mrs. Ella	D2	F	144 0 0	..
Avoca	26	129 12 0	20 0 0	12 5 6	..	..	Hoey, Ruben L. ..	..	M	129 12 0	20
Awatuna and Marlborough	18	172 16 0	20 0 0	9 15 0	..	..	Reynolds, Arthur E.	Lic.	M	172 16 0	20
Brynavon	27	129 12 0	20 0 0	14 4 11	..	..	Mooney, T. B. F. ..	..	M	129 12 0	20
Dome Valley ..	35	144 0 0	..	129 7 11	..	..	Heney, Mrs. Annie	E2*	F	144 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

AUCKLAND—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 3 – *continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Eureka	33	144 0 0	20 0 0	31 2 2	..	116 7 2	Bell, Lucy	D3	F	144 0 0	20
Glen Murray and Woodleigh	26	155 10 0	20 0 0	11 6 9	2 1 8	..	Church, George P.	..	M	155 10 5	20
Gordon	22	144 0 0	..	12 13 11	..	..	Downard, F. N. R.	D3	M	144 0 0	..
Grahamtown	26	144 0 0	20 0 0	40 16 0	..	..	Byles, Frank R.	D2	M	144 0 0	20
Hukanui	29	144 0 0	20 0 0	21 6 1	..	..	Ryan, Arabella C.	E2	F	144 0 0	20
Hukerenui North	30	148 0 0	..	19 6 7	..	..	Large, George E.	D2	M	144 0 0	..
Hunua	27	160 0 0	..	20 7 4	..	..	Ingram, William N.	C2	M	160 0 0	..
Kaitaia	26	140 8 0	..	13 14 8	..	..	Heath, Andrew W.	C4	M	144 0 0	..
Kaitara	21	144 0 0	..	11 0 2	..	..	Laing, Arthur E.	D3	M	144 0 0	..
Kaiikati No. 3	29	144 0 0	20 0 0	17 5 9	..	..	King, Margaret	E3	F	144 0 0	20
Katui and Aranga	30	172 16 0	20 0 0	13 16 4	13 0 0	..	Gough, James T.	C3	M	172 16 0	20
Kimihia	32	144 0 0	20 0 0	37 16 7	..	..	Browne, Lilian M.	D2	F	144 0 0	20
Kiripaka	35	160 0 0	20 0 0	24 1 9	..	..	Rodgers, Thomas	D2*	M	160 0 0	20
Mahurangi Heads West and Huhue	26	172 16 0	20 0 0	16 9 9	..	..	Boden, William J.	C3	M	172 16 0	20
Mangatete	35	144 0 0	20 0 0	13 8 0	..	..	Cooper, Charles W.	D3	M	144 0 0	20
Maramarua and Waitakaruru	32	172 16 0	20 0 0	13 12 6	..	..	Bennett, John W.	D4	M	172 16 0	20
Matakana	23	165 0 0	..	14 5 5	..	..	Dunning, A. C.	D2	M	165 0 0	..
Mata and Ruakaka	29	172 16 0	20 0 0	76 9 7	..	..	Murdoch, Alfred J.	D3	M	172 16 0	20
Maunu	33	144 0 0	..	20 5 2	..	..	Millington, Edward	D2	M	144 0 0	..
Naumai	29	144 0 0	20 0 0	17 2 6	..	..	Stone, Alfred E.	D3	M	144 0 0	20
Ngararatunua	27	144 0 0	20 0 0	24 6 7	..	..	Elliott, Margaret J.	E2	F	144 0 0	20
Ohaeawai	27	142 16 0	20 0 0	13 11 11	..	..	Meikiejohn, L. S. A.	D3	M	144 0 0	20
Opouriao South	33	142 16 0	20 0 0	14 14 11	..	..	Rogers, Cornelius J.	C3	M	144 0 0	20
Oruru	27	144 0 0	..	15 19 2	..	..	Berry, Mrs. L. M.	E2	F	144 0 0	..
Otaika	20	144 0 0	20 0 0	12 7 2	..	..	Davis, Elizabeth	E2	F	144 0 0	20
Oturoa	27	144 0 0	20 0 0	33 19 10	..	..	Moore, Rupert C.	C3	M	144 0 0	20
Pakaru and Scoria Flat	29	192 0 0	..	39 8 1	10 8 0	..	Maclaurin, K. C.	C2	M	192 0 0	..
Paparata	25	144 0 0	..	20 3 9	..	..	Worsley, George H.	D2	M	144 0 0	..
Pouto	27	144 0 0	..	8 15 7	..	..	Robertson, James	D2	M	144 0 0	..
Rangiaohia	26	144 0 0	..	13 9 5	..	..	Phillips, John S.	D2	M	144 0 0	..
Rangiriri	27	160 0 0	20 0 0	18 13 5	..	..	Henry, Margaret	E1	F	160 0 0	20
Rawhia and Umawera	33	172 16 0	20 0 0	11 5 3	11 0 0	..	Harrison, Rupert	E3	M	172 16 0	20
Red Hill	33	141 17 2	19 14 0	20 2 7	7 10 0	..	Evans, Harrison	E1	M	144 0 0	20
Tairua Block	35	144 0 0	20 0 0	14 3 3	..	..	Harvey, Roderick M.	D3	M	144 0 0	20
Tamahere	26	160 0 0	..	14 0 7	..	..	Sutton, James	D1	M	160 0 0	..
Tangiteroria and Tangihaua	28	172 16 0	..	35 9 9	..	..	Mullins, Francis J.	D3	M	172 16 0	..
Tatarariki	29	144 0 0	20 0 0	11 6 9	..	..	Molloy, John J.	Lic.	M	144 0 0	20
Tauhoa	29	144 0 0	..	12 10 3	..	..	Hudson, John H.	D2	M	144 0 0	..
Taupo	32	134 8 0	20 0 0	36 11 9	..	..	Wight, George F.	..	M	129 12 0	20
Te Moari	28	144 0 0	..	15 5 3	..	..	Murray, James B.	D1	M	144 0 0	..
Te Rapa	29	144 0 0	20 0 0	31 6 6	..	..	Fielder, E. M.	E2	F	144 0 0	20
Te Rore	23	144 0 0	20 0 0	58 5 7	..	..	Greenup, Jessie P.	D2	F	144 0 0	20
Rehia	26	144 0 0	20 0 0	11 5 6	5 0 0	..	Joyce, Eden H.	E2	F	144 0 0	20
Whitford No. 1	37	144 0 0	..	20 15 2	..	..	Catran, James G.	D3	M	144 0 0	..
Upper Waiwera	25	144 0 0	..	49 2 8	..	..	Johns, William E.	E2	M	144 0 0	..
Waiorongomai	27	153 6 8	..	26 1 2	10 0 0	..	Allison, David A. B.	Lic.	M	144 0 0	..
Waiotahi Creek	24	160 0 0	20 0 0	11 4 9	..	..	Pascoe, Ada	E2	F	160 0 0	20
Wairanga	27	144 0 0	20 0 0	15 7 9	..	..	Hill, Lydia M.	D2	F	144 0 0	20
Waitangi	21	144 0 0	20 0 0	21 14 9	..	..	Bayly, Jessie J	D1	F	144 0 0	20
Wayby	26	144 0 0	..	14 0 2	..	..	Udy, Annie	E2	F	144 0 0	..
Whangarei Heads	26	144 0 0	..	24 11 8	..	..	Graham, William G.	D2	M	144 0 0	..
Putaruru	39	158 13 4	20 0 0	25 17 2	..	126 5 8	Cliffe, Albert S.	E3	M	160 0 0	20
Koromatua and Ngahinepouri	17	155 10 0	20 0 0	10 13 6	18 0 0	..	Sullivan, Andrew J.	..	M	155 10 5	20
Paiaka	27	108 0 0	15 0 0	10 9 0	..	..	Koller, Frederick R.	D2	M	144 0 0	20
Okahu and Rauawa	33	141 7 6	17 10 0	22 2 2	..	..	Shepherd, F. H. M.	..	M	155 10 5	20
Mangapapa	29	108 0 0	15 0 0	8 3 0	..	7 8 2	Bicheno, Leonard	E3	M	144 0 0	20
Walton and Te Uruwhao	26	86 8 0	10 0 0	9 3 4	..	22 0 2	Crickett, Ada M.	C2	F	172 16 0	20
GRADE 4.											
Arapohue	37	160 0 0	..	19 5 5	..	..	Finlayson, Mrs. J. M. M.	E2	F	160 0 0	..
Awanui	37	160 0 0	..	15 2 0	..	..	Bird, Mrs. Agnes G.	D1	F	160 0 0	..
East Tamaki	33	172 1 8	..	18 13 6	..	..	Short, Arthur	D1	M	165 0 0	..
Flat Bush	35	160 0 0	..	43 11 6	..	..	Tidmarsh, Henry H.	D2	M	160 0 0	..
Harrisville	33	160 0 0	..	16 8 3	..	..	Hill, Alfred E.	D2	M	160 0 0	..
Houhora	43	160 0 0	20 0 0	16 8 3	..	..	Finch, Thomas	D3	M	160 0 0	20
Kaipara Flats	33	160 0 0	20 0 0	13 16 6	..	..	Quinn, Elizabeth C.	E2	F	160 0 0	20
Lucas Creek	31	160 0 0	20 0 0	15 18 6	..	..	Platt, Caroline J.	E2	F	160 0 0	20
Mangapehi	34	160 0 0	20 0 0	16 8 5	..	..	Hayson, Bertrand W.	Lic.	M	160 0 0	20
Mangawai Beach	28	160 0 0	20 0 0	14 13 2	..	..	Roberts, John F.	C2	M	160 0 0	20
Mangonui	35	160 0 0	..	22 6 5	..	..	Ballance, Alfred C.	E2	M	160 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

AUCKLAND—*continued*.

1	2	Expenditure for the Year. 3	4	5	6	7	Names, Classification, and Status of Teachers. 8	9	10	Annual Rates of Payment during Last Month of Year. 11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 4—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Marua	36	161 5 0	..	18 6 5	..	..	Harris, Samuel ..	D2	M	160 0 0	..
Maungatapere ..	33	160 0 0	..	34 0 6	..	..	Masson, William ..	D3	M	160 0 0	..
Maungatautari ..	27	160 0 0	..	15 3 3	..	..	Atkins, Harry ..	D3	M	160 0 0	..
Netherton	36	160 0 0	20 0 0	15 18 11	..	..	Mackay, Edward H.	D4	M	160 0 0	20
Okaihau	33	160 0 0	..	18 5 5	..	..	Gray, Daniel ..	C2	M	160 0 0	..
Otara	27	160 0 0	20 0 0	17 11 11	..	..	Snell, Edgar F. ..	D2	M	160 0 0	20
Otoroa and Takou ..	33	192 0 0	20 0 0	13 7 9	..	..	Bullians, Andrew ..	D3	M	192 0 0	20
Owhiwa and Taraunui	33	192 0 0	20 0 0	13 6 3	..	..	Turbott, Thomas ..	C3	M	192 0 0	20
Parua Bay No. 1 and Parua Bay No. 2	36	192 0 0	20 0 0	19 19 6	..	..	Hogwood, Robert ..	E2	M	192 0 0	20
Puni	33	160 0 0	..	17 8 7	..	..	Hook, Percy J. ..	D2	M	160 0 0	..
Rangiahua and Upper Waihou	33	192 0 0	20 0 0	15 9 0	..	..	Downard, H. J. F. ..	D3	M	192 0 0	20
Rawene	44	202 10 0	18 6 8	109 13 9	..	..	Thomson, A. H. W.	D2	HM	160 0 0	20
							Rothbury, Sara ..	..	AF	85 0 0	..
Riverhead	34	160 0 0	20 0 0	16 6 5	..	..	Sinclair, Elizabeth	D2	F	160 0 0	20
Ruapekapeka East and Ruapekapeka West	33	192 0 0	20 0 0	13 1 3	..	..	Lough, Frederic ..	E2	M	192 0 0	20
Taupaki	41	160 0 0	11 13 4	15 19 0	..	405 11 9	Brown, Mrs. I. M. K.	C2	F	160 0 0	..
Tawhare	34	160 0 0	20 0 0	15 3 1	..	..	Bright, Aimée D. ..	E1	F	160 0 0	20
Te Aroha West ..	41	160 0 0	..	22 5 10	..	..	Bell, Alexander ..	D3	M	160 0 0	..
Te Mata	35	160 0 0	..	30 13 3	..	..	Gibson, Henry T. ..	C1	M	160 0 0	..
Te Oruru	48	149 6 8	20 0 0	12 6 10	12 0 0	..	Howarth, Oswald J.	Lic.	M	160 0 0	20
Te Pahi No. 2 ..	33	193 6 8	20 0 0	20 19 11	..	..	Gelling, William M.	D2	M	165 0 0	20
Waiharara	33	160 0 0	20 0 0	14 10 9	..	..	Brown, Jonathan ..	D3	M	160 0 0	20
Waimamaku Valley ..	31	160 0 0	..	13 12 0	..	..	Matthews, George H.	C2	M	160 0 0	..
Waimate	28	160 0 0	..	18 8 9	..	..	May, William J. ..	D2	M	160 0 0	..
Waiotahi	30	160 0 0	20 0 0	14 17 5	..	..	Dean, William F. ..	E2	M	160 0 0	20
Waipipi	35	160 0 0	..	37 0 9	..	..	Meiklejohn, James T., M.A.	B2	M	160 0 0	..
Waipu North ..	30	160 0 0	..	18 9 11	..	..	McKay, Annie I. ..	E2	F	160 0 0	..
Waipu Upper ..	33	160 0 0	..	91 12 4	..	..	McKay, Donald A.	E3	M	160 0 0	..
Whananaki ..	37	160 0 0	..	22 2 10	..	..	Walker, T. H. A. ..	D2	M	160 0 0	..
Whangarata ..	38	160 0 0	..	27 10 5	..	..	Rapson, George W.	D2	M	160 0 0	..
Awakino and Mokau	37	192 0 0	20 0 0	17 3 9	10 10 0	..	Webster, Robert S.	Lic.	M	192 0 0	20
Mataitai and Ness Valley	36	184 14 5	20 0 0	17 5 4	..	283 12 7	Schmidt, William H.	D5	M	192 0 0	20
Maropiu	35	144 0 0	20 0 0	26 18 6	..	285 5 6	Ingerson, William L.	..	M	144 0 0	20
Kinohaku No. 1 and Kinohaku No. 2	34	164 8 0	19 3 4	19 4 11	..	0 11 11	McChesney, H. H. R.	..	M	172 16 0	20
GRADE 5.											
Alexandra	43	250 0 0	..	66 16 1	..	..	Coad, Emma M. ..	C2	HF	165 0 0	..
							Worth Beatrice C. C.	..	AF	85 0 0	..
Bombay	51	270 0 0	..	21 12 6	..	..	Cooper, Charles ..	D1	HM	180 0 0	..
							Wootten, Jessie C. ..	D3	AF	90 0 0	..
Dacre's and Ti Point	62	198 0 0	20 0 0	26 6 3	..	..	Elliott, Sydney J. ..	D2	M	198 0 0	20
Herekino	41	242 18 4	20 0 0	17 5 8	..	..	Garland, Frank W.	D3	HM	165 0 0	20
							Shepherd, Sarah ..	..	AF	85 0 0	..
Hikutaia	44	250 0 0	..	21 0 5	..	..	Walters, Ernest J. ..	D2	HM	165 0 0	..
							Wilcox, Elizabeth J.	Lic.	AF	85 0 0	..
Hobsonville ..	50	250 0 0	..	31 6 9	..	3 6 11	Squire, Donald S. B.	D2	HM	165 0 0	..
							Ross, Gertrude E. ..	..	AF	85 0 0	..
Howick	45	250 0 0	..	21 11 2	..	..	Andrew, Henry P. ..	D1	HM	165 0 0	..
							Ince, Eleanor W. ..	..	AF	85 0 0	..
Hukerenui South ..	48	250 0 0	..	99 0 11	..	..	Joll, William A. ..	C1	HM	165 0 0	..
							Bell, Alice ..	..	AF	85 0 0	..
Kaeo	55	250 0 0	..	28 7 1	..	..	Broun, James S. ..	D3	HM	165 0 0	..
							Lovatt, Mary ..	E2	AF	85 0 0	..
Katikati No. 2 ..	46	250 0 0	..	26 11 8	..	..	Boswell, James ..	D2	HM	165 0 0	..
							Wilson, Louisa ..	E2	AF	85 0 0	..
Kawhia	41	250 0 0	..	18 12 5	..	..	Durham, Harry J. ..	C2	HM	165 0 0	..
							Coady, Ellen ..	E3	AF	85 0 0	..
Maketu	35	250 0 0	..	60 11 8	..	..	Kelly, Elizabeth ..	E2	HF	165 0 0	..
							King, Emily M. ..	D3	AF	85 0 0	..
Mamaku	45	250 0 0	..	40 2 3	..	..	Smith, George H. ..	D2	HM	165 0 0	..
							Clark, Margaret ..	..	AF	85 0 0	..
Mangere	49	250 0 0	..	22 18 7	..	..	Clark, Charles W. ..	D2	HM	165 0 0	..
							Pegler, Lydia ..	D3	AF	85 0 0	..
Matakohe	42	235 16 8	..	30 8 9	..	..	Tooman, George ..	D2	HM	165 0 0	..
							Riddell, Edith R. ..	..	AF	85 0 0	..
Mayfield	42	250 0 0	..	18 13 1	..	..	Wilson, George ..	D1	HM	165 0 0	..
							Burnard, Evelyn C.	Lic.	AF	85 0 0	..
Onewhero	48	250 0 0	..	26 0 10	..	263 11 0	Miller, Alexander T. A.	D1	HM	165 0 0	..
							Clark, Florence D.	..	AF	85 0 0	..
Otaua	47	250 0 0	..	25 14 2	..	..	Selby, Johnson ..	D1	HM	165 0 0	..
							Rogers, Johanna ..	Lic.	AF	85 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Pakia	48	242 18 4	..	25 5 9	..	..	Young, Ida ..	Lic.	HF	165 0 0	..
							Worsnop, Emily C.	D4	AF	85 0 0	..
Patumahoe ..	41	250 0 0	..	16 3 0	..	..	Graham, James ..	D2	HM	165 0 0	..
							Sergeant, Blanche E.	Lic.	AF	85 0 0	..
Pokeno	42	250 0 0	..	21 5 2	..	..	Lippiatt, George, M.A.	A2	HM	165 0 0	..
							Whitmore, Ella J...	D3	AF	85 0 0	..
Port Albert.. ..	36	250 0 0	..	17 14 2	..	..	Reid, George B. ..	E1	HM	165 0 0	..
							Brockliss, Alice M...	..	AF	85 0 0	..
Puhoi	35	250 0 0	..	54 12 1	..	..	Chappell, William..	C1	HM	165 0 0	..
							Barker, Meta ..	..	AF	85 0 0	..
Pukekohe East ..	41	250 0 0	..	78 19 4	..	..	Cahill, William J...	D2	HM	165 0 0	..
							Joyce, Amie E. ..	E3	AF	85 0 0	..
Ramarama ..	44	250 0 0	..	18 12 2	..	..	Ramsay, James B...	B1	HM	165 0 0	..
							Ferguson, E. M. C.	E3	AF	85 0 0	..
Te Pua	41	242 18 4	20 0 0	21 0 7	1 0 0	..	Miller, James ..	D3	HM	165 0 0	20
							Foster, Olive, C. ..	..	AF	85 0 0	..
Te Puna	41	250 0 0	20 0 0	26 12 11	..	..	Cooney Hugh O. ..	C2	HM	165 0 0	20
							Fergusson, Alethea	..	AF	85 0 0	..
Tirau	33	182 5 0	20 0 0	12 2 9	..	..	Tomlinson, Mrs. E. A.	D3	F	160 0 0	20
Tuakau	42	240 12 8	..	52 2 0	..	..	Smart, David L. ..	D2	HM	165 0 0	..
							Johnston, Annie C.	D3	AF	85 0 0	..
Victoria Valley ..	44	242 18 4	20 0 0	23 4 11	..	2 12 6	Hook, Alfred C. ..	D3	HM	165 0 0	20
							Henderson, Mary ..	..	AF	85 0 0	..
Wade	45	250 0 0	0 15 0	41 17 2	..	160 4 9	Judkins, Alfred J. T.	D2	HM	165 0 0	..
							Smith, Coralie F. ..	..	AF	85 0 0	..
Waharoa	46	250 0 0	..	65 6 11	..	..	Doull, John S. ..	C2	HM	165 0 0	..
							Pirrit, Barbara N...	..	AF	85 0 0	..
Waikiekie East and Waikiekie West	37	198 0 0	..	16 0 6	..	..	Priestley Maurice..	D1	M	198 0 0	..
Wainui and White Hills	41	198 0 0	..	43 5 7	4 0 0	..	Harris, Norman R.	E3	M	198 0 0	..
Waipu Central ..	45	250 0 0	..	61 3 8	..	148 11 10	Hall, William H. V.	D2	HM	165 0 0	..
							Matthews, B. K. G.	..	AF	85 0 0	..
Waitekauri ..	47	250 0 0	..	39 7 6	..	..	Attwood, Frederick C.	C3	HM	165 0 0	..
							Murray Clarice A. F.	..	AF	85 0 0	..
Waitoa	41	250 0 0	20 0 0	22 0 3	..	..	Maclean, Charles ..	D2	HM	165 0 0	20
							Taylor Hazel I S.	..	AF	85 0 0	..
Whatawhata ..	36	242 18 4	..	28 0 2	..	..	Bowen, Rosanna ..	C1	HF	165 0 0	..
							Blackett, Isabella H.	..	AF	85 0 0	..
Mokai	49	198 9 2	20 0 0	31 4 3	..	2 18 11	Norman, Gordon R.	..	HM	148 10 0	20
							Moor, Dora E. ..	..	AF	85 0 0	..
GRADE 6.											
Birkdale	56	290 0 0	..	24 7 11	..	..	Brook, Julian ..	D1	HM	195 0 0	..
							Vellenoweth, Jessie	D2	AF	95 0 0	..
Buckland	54	270 0 0	..	47 15 3	..	..	Wily, Harry H. D.	D1	HM	180 0 0	..
							Piggot, Theodora E.	E3	AF	90 0 0	..
Drury	51	270 0 0	..	113 13 0	..	..	McNaughton, J. D.	D1	HM	180 0 0	..
							Smythe, M. E. C. ..	Lic.	AF	90 0 0	..
Kaukapakapa ..	43	270 0 0	30 0 0	17 15 3	..	..	Jaffrey, Henry C. ..	D1	HM	180 0 0	30
							Baird, Roberta E. A.	E3	AF	90 0 0	..
Komata	62	265 0 0	..	45 16 0	3 0 0	178 7 4	Pickett, James A...	E4	HM	180 0 0	..
							Wishart, Alice E. .	..	AF	85 0 0	..
Manurewa	51	270 0 0	..	71 0 5	..	..	McNaughton, D. W.	D1	HM	180 0 0	..
							Hewitt, Florence N.	E3	AF	90 0 0	..
Marsh Meadows ..	51	270 0 0	30 0 0	20 15 0	..	..	Barber, George ..	E1	HM	180 0 0	30
							Danby, Gertrude A.	D5	AF	90 0 0	..
Matamata	63	270 0 0	..	40 0 6	..	286 3 4	Moore-Jones, H. J.	D2	HM	180 0 0	..
							Hamley, Florence E.	E3	AF	90 0 0	..
Maungakaramea ..	53	265 0 0	..	25 12 2	..	..	Lamb, William O...	C1	HM	180 0 0	..
							Hall, Eveline M. ..	..	AF	85 0 0	..
Ohaupo	51	270 0 0	..	28 3 4	..	..	Colhoun, John S. ..	D1	HM	180 0 0	..
							Downard, E. C. G.	E3	AF	90 0 0	..
Opouriao North ..	52	266 3 6	..	23 18 8	..	106 15 0	Somerville, George A.	D2	HM	180 0 0	..
							Colley, Catherine C.	Lic.	AF	90 0 0	..
Pakuranga	54	290 0 0	..	29 4 6	..	..	Green, William ..	D1	HM	195 0 0	..
							Crawford, Maud M.	D2	AF	95 0 0	..
Panmure	49	270 0 0	..	38 3 10	..	..	May, Thomas L. ..	D1	HM	180 0 0	..
							Roberts, Inez M. ..	E3	AF	90 0 0	..
Paparoa	44	270 0 0	..	21 3 11	..	..	Stephenson, E. W.	C2	HM	180 0 0	..
							Emerson, Annie J.	E3	AF	90 0 0	..
Raglan	52	270 0 0	..	53 10 8	..	104 2 8	Blackett, George ..	D2	HM	180 0 0	..
							Cussen, Eily B. ..	Lic.	AF	90 0 0	..
Russell	53	267 10 0	..	22 19 7	..	..	Darby, Edward J...	D1	HM	180 0 0	..
							Curham, Anna A...	..	AF	85 0 0	..
Tairua	52	266 13 4	..	30 15 2	..	..	Daly Michael F. ..	D1	HM	180 0 0	..
							Joll, Emily S. L. ..	..	AF	85 0 0	..
Tamaki West ..	64	270 0 0	..	78 9 0	2 0 0	..	Brown, Daniel C. ..	D1	HM	180 0 0	..
							Cooper, Muriel ..	D3	AF	90 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

AUCKLAND—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding. Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 6—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Te Kowhai	55	265 0 0	..	80 8 2	24 0 0	104 7 2	Gillespie, William R.	D2	HM	180 0 0	..
							Fawcett, Anna J. ..	..	AF	85 0 0	..
Totara	46	265 0 0	..	26 6 8	..	..	Read, Thomas ..	D2	HM	180 0 0	..
							Parker, Arabella ..	..	AF	85 0 0	..
Turua	65	270 0 0	30 0 0	25 17 2	..	..	Wernham, W J ..	C1	HM	180 0 0	30
							Worrall, Louisa ..	D3	AF	90 0 0	..
Waihopo	55	285 8 4	30 0 0	20 9 6	..	..	Collis, William F ..	D2	HM	195 0 0	30
							Mathieson, Mrs. M. J.	E3	AF	90 0 0	..
Waihou	67	290 0 0	..	32 0 11	..	..	Rice, Thomas D. ..	D1	HM	195 0 0	..
							Kitching, Lydia E.	D3	AF	95 0 0	..
Oratia	54	269 11 8	30 0 0	44 9 1	..	248 5 5	Hosking, George F. C.	E1	HM	180 0 0	30
							Bond, Ethel E. ..	Lic.	AF	90 0 0	..
Wharepoa	56	257 18 4	30 0 0	32 4 5	..	..	Moon, Mark H. ..	D2	HM	180 0 0	30
							Forrest, Susan B. ..	..	AF	85 0 0	..
Woodhill	56	265 8 4	..	42 16 9	..	..	Jones, Thomas A. ..	D2	HM	180 0 0	..
							Slade, Mabel H. ..	..	AF	85 0 0	..
GRADE 7.											
Clevedon	68	290 0 0	..	67 7 11	..	..	Jameson Frank ..	D1	HM	195 0 0	..
							Harper, Georgina C.	E3	AF	95 0 0	..
Kirikiri	77	282 17 6	7 10 0	29 13 4	..	160 3 6	Rennick, James W.	D1	HM	195 0 0	..
							Berryman, Mabel ..	..	AF	85 10 0	..
Manawaru	65	281 5 10	..	78 19 3	..	..	Keaney, John J. ..	D1	HM	195 0 0	..
							Gaze, Julia A. M. ..	..	AF	85 10 0	..
Maungaturoto ..	65	281 5 10	..	26 15 11	..	..	Collins, William ..	D1	HM	195 0 0	..
							Harbutt, Grace A. ..	..	AF	85 10 0	..
Mercer	62	290 0 0	..	42 3 11	..	..	Edwards, Charles T.	D1	HM	195 0 0	..
							Muir, Margaret M.	D3	AF	95 0 0	..
New Lynn	72	290 0 0	..	61 18 2	..	99 18 3	Waygood, James E.	D2	HM	195 0 0	..
							Wilson, Mary J. K.	D3	AF	95 0 0	..
Puriri	68	290 0 0	..	29 8 10	..	201 12 0	Vos, James A. ..	E1	HM	195 0 0	..
							Carter, Annie ..	E3	AF	95 0 0	..
Te Kuiti	78	289 4 2	..	32 18 5	..	346 11 0	Power, Edward A. ..	D1	HM	195 0 0	..
							Grattan, Ida V. C. ..	D4	AF	95 0 0	..
Whakapara ..	65	345 0 0	..	30 17 5	..	..	Kysh, Frederick W.	D1	HM	195 0 0	..
							Bell, Marion M. ..	E3	AF	95 0 0	..
							Cameron, Hannah E.	..	FP3	55 0 0	..
Whakatane ..	67	290 0 0	..	25 9 8	..	..	Booth, Frederick ..	E1	HM	195 0 0	..
							Sheppard, Alexa I.	E3	AF	95 0 0	..
Manunui	73	41 13 4	..	..	...	197 14 11	Mason, H., M.A. ..	B1	HM	195 0 0	..
							Mason, Mrs. Mary ..	..	AF	85 10 0	..
GRADE 8.											
Cambridge West ..	70	315 0 0	..	28 0 1	..	..	Dean, James ..	D1	HM	215 0 0	..
							Duffus, Elizabeth P.	E2	AF	100 0 0	..
Kawakawa	76	312 10 0	..	56 9 5	..	..	Perkins, Edward ..	C2	HM	215 0 0	..
							Gallery, Ethel U. ..	..	AF	90 0 0	..
Kihikihi	69	315 0 0	..	34 18 2	..	..	Perry, Arthur M. ..	D1	HM	215 0 0	..
							Ashby, Nina M. ..	Lic.	AF	100 0 0	..
Kuaotunu	68	313 6 8	..	27 12 7	..	..	La Prelle John ..	D1	HM	215 0 0	..
							Hardwicke, Eva V.	E2	AF	100 0 0	..
Mangere Bridge ..	85	315 0 0	30 0 0	46 13 11	..	..	Lambourne, N T. ..	C1	HM	215 0 0	30
							Kendon, Eleanor G.	D2	AF	100 0 0	..
Mercury Bay ..	61	313 10 3	..	34 1 8	..	..	Warn, John M. ..	D1	HM	215 0 0	..
							McGee, Helen ..	E2	AF	100 0 0	..
Morrinsville ..	78	315 0 0	..	26 14 0	..	..	Campbell, D. R. F.	D1	HM	215 0 0	..
							Lavery, Mary S. ..	E3	AF	100 0 0	..
Papatoitoi	85	315 0 0	..	118 2 2	..	..	Sumner, John W. ..	D1	HM	215 0 0	..
							Johnston, Margaret	E2	AF	100 0 0	..
Taupiri	78	305 0 0	..	25 8 0	..	..	Cox, James T. G. ..	C1	HM	215 0 0	..
							Crowe, Kathleen E.	..	AF	90 0 0	..
Waiuku	77	315 0 0	..	56 17 2	..	..	Harris, Richard J. ..	D1	HM	215 0 0	..
							Gillibrand, Winifred	E2	AF	100 0 0	..
GRADE 9.											
Aoroa	81	378 5 0	..	37 6 0	..	..	Ellis, Howard J. S.	D1	HM	225 0 0	..
							McLean, Jessie M.	..	AF	94 10 0	..
							Gasparich, Joseph G.	..	MP2	50 0 0	..
Driving Creek ..	77	349 10 0	..	31 13 8	..	..	Hyatt, Henry R. ..	D1	HM	225 0 0	..
							Broadgate, Ruby E.	..	AF	94 10 0	..
Henderson	95	380 0 0	..	32 14 8	..	..	Innes, Joseph L. ..	C1	HM	225 0 0	..
							Casey, Clara E. ..	E3	AF	105 0 0	..
							Rogers, Daniel J. ..	..	MP2	50 0 0	..
Hikurangi	93	380 0 0	..	78 6 11	..	..	Rust, Alexander M.	D1	HM	225 0 0	..
							Lloyd, Mrs. M. ..	D3	AF	105 0 0	..
							White, Kenneth R.	..	MP2	50 0 0	..
Kaihu	93	376 5 0	..	36 16 3	..	..	Hamilton, R. J., M.A.	A2	HM	225 0 0	..
							Fraser, L. St. M. M.	D2	AF	105 0 0	..
							Foster, Ada ..	..	FP1	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

AUCKLAND—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 9—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kamo	82	378 15 0	..	62 4 9	..	..	Heward, Humphrey	D1	HM	225 0 0	..
							Hogwood, Alice W.	..	AF	94 10 0	..
							Finlayson, A. M. ..	..	FP3	55 0 0	..
Kohukohu	105	354 10 0	..	38 8 11	..	..	Cox, William L. ..	D1	HM	225 0 0	..
							Collier, Rose ..	..	AF	94 10 0	..
							McGechie, John W.	..	MP2	35 0 0	..
Lake Takapuna ..	98	380 0 0	..	42 8 6	..	335 13 1	Hames, Luther ..	D1	HM	225 0 0	..
							Tidd, Emily E. ..	E2	AF	105 0 0	..
							Dunne, Albert T. ..	..	MP2	50 0 0	..
Mount Roskill ..	92	375 16 8	..	46 19 7	..	..	O'Donoghue, D., B.A.	B1	HM	225 0 0	..
							Robinson, Eliza. A.	D2	AF	105 0 0	..
Otorohanga ..	98	375 0 0	..	49 15 6	..	91 14 4	Lowe, Francis E. ..	E2	HM	225 0 0	..
							Jennings, Eliza M.	E3	AF	105 0 0	..
							Johnson, Winifred	..	FP2	35 0 0	..
Papakura	78	375 0 0	..	106 12 2	..	..	Jones, David W. ..	D1	HM	225 0 0	..
							Chapman, E. N. I. M.	E2	AF	105 0 0	..
							Patience, Frederick	..	MP1	45 0 0	..
Tararu	104	400 8 4	30 0 0	38 19 5	..	..	Russell, David ..	D1	HM	235 0 0	30
							Cormack, Henrietta	D2	AF	110 0 0	..
							Wylie, Ellen W. ..	..	FP3	45 0 0	..
Te Awamutu ..	81	367 10 0	18 19 0	128 18 0	..	290 16 0	Woods, Francis D...	D1	HM	225 0 0	..
							Mitchell, M. G. F...	D2	AF	105 0 0	..
Te Puke and side ..	83	420 0 0	..	33 9 8	..	..	Bishoprick, Charles	D1	HM	225 0 0	..
							Findlay, Mary M...	E2	AF	105 0 0	..
							Findlay, Sylvia ..	D4	AF	90 0 0	..
Waikino	101	390 0 0	..	84 17 8	..	282 17 2	Elmsly, Frederick..	E2	HM	225 0 0	..
							Carson, Margaret E.	E1	AF	105 0 0	..
							Fawcett, Jacob W	..	MP4	60 0 0	..
Warkworth ..	116	372 10 0	..	46 5 10	..	342 0 9	Philips, Henry W. C.	D1	HM	225 0 0	..
							Goldsworthy, E. M.	D2	AF	105 0 0	..
							Armstrong, W. T...	..	MP1	45 0 0	..
GRADE 10.											
Hamilton East ..	135	443 7 6	..	97 2 1	7 10 0	..	Stevens, Percy E. ..	D1	HM	235 0 0	..
							Roche, Emily ..	D3	AF	110 0 0	..
							Barton, Mary V. ..	..	FP3	45 0 0	..
							Murphy Clarence J.	..	MP3	55 0 0	..
Helensville	137	429 10 0	..	134 3 1	..	..	Hill Arthur J ..	D1	HM	235 0 0	..
							Cragg, Bertha ..	D3	AF	110 0 0	..
							Short, Violet ..	..	AF	85 0 0	..
Ngaruawahia ..	126	450 0 0	..	52 8 6	..	..	Warren, Francis ..	D1	HM	235 0 0	..
							Garrett, Frances J.	D3	AF	110 0 0	..
							Blackett, Florence M.	..	FP3	55 0 0	..
							McLeod, Stanley D.	..	MP2	50 0 0	..
Aratapu D.H.S. ..	134	392 18 4	..	39 8 6	..	..	Hockin, Harry ..	D1	HM*	235 0 0	..
							Lewis, Percy G. ..	D3	Sec.	..	..
							McCowan, Margaret	D4	AF	110 0 0	..
							Woods, Alice ..	..	FP3	45 0 0	..
Pukekohe West D.H.S.	130	397 10 0	30 0 0	84 14 0	..	..	Flavell, Dennis R...	D1	HM*	235 0 0	30
							Roberts, William P.	D2	Sec.	..	..
							Hamlin, Althea S. O.	E2	AF	110 0 0	..
							Wilcox, Kate S. ..	..	FP2	50 0 0	..
GRADE 11.											
Dargaville	175	575 8 4	..	92 1 4	..	..	Ormiston, Edward N.	D1	HM	250 0 0	..
							McPherson, Donald A.	..	AM	117 0 0	..
							Gavey, Rose L. ..	D2	AF	115 0 0	..
							Wiggins, Minnie I.	..	FP3	45 0 0	..
							Stallworthy, R. R.	..	FP3	45 0 0	..
Ellerslie	202	610 0 0	..	112 9 6	..	..	Wooller, Joseph ..	C1	HM	250 0 0	..
							Astley, Ellen ..	E1	AF	130 0 0	..
							Hall, Laura L. ..	D2	AF	115 0 0	..
							Johns, Victor R. ..	..	MP4	60 0 0	..
							Western, Mildred ..	..	FP3	55 0 0	..
Horahora	161	580 0 0	35 0 0	55 9 8	..	..	Higginson, Frank ..	C1	HM	250 0 0	35
							Dempsey, Walter S.	C4	AM	130 0 0	..
							Wells, Florence M.	D3	AF	115 0 0	..
							Pegler, Amy B. A. ..	..	AF	85 0 0	..
Huntly	165	598 12 1	..	1,371 4 2	12 0 0	157 9 6	Elliot, James ..	C1	HM	250 0 0	..
							Millington, Ellen ..	D2	AF	130 0 0	..
							Dean, M. A. I. G. ..	E2	AF	115 0 0	..
							Lawry, Nora E. ..	..	FP3	55 0 0	..
							Tutt, Francis ..	..	MP1	45 0 0	..
Odotiki	137	580 8 4	..	49 9 0	..	..	Wilson, Henry B. ..	C1	HM	250 0 0	..
							Browne, Edith B. ..	D3	AF	130 0 0	..
							Hardy, Margaret M.	D3	AF	115 0 0	..
							Woodford, A. O. M.	..	FP3	45 0 0	..
							McPherson, Delia H.	..	FP1	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 11—*continued.*		£ s. d.	£ s. d	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Otahuhu	191	602 18 4	..	98 10 5	..	..	Wilson, Tom ..	D1	HM	250 0 0	..
							Bullen, Fredk. R. S.	D3	AM	130 0 0	..
							Somerville, F. A. ..	E1	AF	115 0 0	..
							Stephenson, M. E.	..	FP3	55 0 0	..
							Clark, Dinah ..	..	FP2	50 0 0	..
Point Chevalier ..	173	585 0 0	..	56 16 8	..	401 7 3	Parry, Robert J. ..	D1	HM	250 0 0	..
							Gillibrand, Emma..	D1	AF	130 0 0	..
							Angove, Alice H. ..	E2	AF	115 0 0	..
							Bollard, Beatrice M.	E2	AF	90 0 0	..
Rotorua	178	603 15 0	..	71 7 6	..	..	Webber, Joseph W.	D2	HM	250 0 0	..
							Waddell, William H.	D3	AM	130 0 0	..
							Murrish, Charlotte	E2	AF	115 0 0	..
							Gallagher, Johanna	..	FP3	55 0 0	..
							Hardy, Winifred ..	..	FP3	55 0 0	..
Tauranga D.H.S. ..	199	575 0 0	..	68 4 10	..	..	Semadine, Casper A.	C1	HM	*250 0 0	..
							Dromgool, J. C., B.SC.	A3	Sec.	..	..
							Skinner, Percy F. ..	D4	AM	130 0 0	..
							Dale, Sarah ..	D2	AF	115 0 0	..
							Badger, Holly H. H.	..	FP3	45 0 0	..
							Southey, Charles C.	..	MP2	35 0 0	..
Te Aroha	175	585 0 0	..	84 5 5	..	..	Burton, Alfred F. ..	D1	HM	250 0 0	..
							Scott, Charles E. ..	D3	AM	130 0 0	..
							Ray, Josephine ..	E2	AF	115 0 0	..
							Fawcett, Frances H.	E2	AF	90 0 0	..
Te Kopuru	203	590 0 0	..	73 7 0	..	..	Elliott, Joseph E. ..	D1	HM	250 0 0	..
							Cullens, Emily ..	D2	AF	130 0 0	..
							Harper, Mary M. ..	D3	AF	115 0 0	..
							Smith, Eliza M. ..	..	FP3	45 0 0	..
							Bannister, Harold..	..	MP2	50 0 0	..
GRADE 12.											
Newmarket ..	259	792 1 8	35 0 0	75 13 2	..	..	Ohlson, Frederick J.	D1	HM	275 0 0	35
							Edgerley, Wm. W.	D3	AM	160 0 0	..
							Sinclair, Ellen E. ..	C2	AF	120 0 0	..
							Lysaght, Annie E...	E2	AF	115 0 0	..
							May, Muriel I. ..	..	FP4	60 0 0	..
							Wharfe, Annie E. ..	..	FP2	50 0 0	..
Parawai	207	755 0 0	35 0 0	105 17 5	18 15 0	..	Fisher, John ..	D1	HM	265 0 0	35
							Trimmer, John H...	E2	AM	160 0 0	..
							Truscott, Kate ..	E1	AF	120 0 0	..
							Driver, Maud E. ..	E3	AF	105 0 0	..
							Hay, Mary C. ..	..	FP3	55 0 0	..
							Pile, Margaret M. H.	..	FP2	50 0 0	..
Whangarei	218	744 2 6	..	110 12 2	..	..	McKenzie, Norman R.	C1	HM	265 0 0	..
							Crawford, Hugh W.	D2	AM	160 0 0	..
							Stewart, Agnes G. ..	D2	AF	120 0 0	..
							Cottingham, E. M.	..	AF	94 10 0	..
							Harden, Cecil J. ..	..	MP4	55 0 0	..
							Sissons, Thomas H.	..	MP2	50 0 0	..
Cambridge D.H.S. ..	209	734 11 8	..	145 15 9	..	..	Walker, W. R. C., B.A.	B1	HM	*265 0 0	..
							Caddy, Edward W. B.	D2	AM	160 0 0	..
							Shanahan, E. W. ..	B4	Sec.	..	..
							McElwain, Olive N.	D3	Sec.	..	..
							Keesing, Kate ..	E1	AF	120 0 0	..
							Day, Florence M. ..	E3	AF	105 0 0	..
							Onions, Hilda G. ..	..	FP2	35 0 0	..
							Pilcher, Doris M. ..	..	FP2	35 0 0	..
Coromandel D.H.S...	212	663 15 0	..	55 2 6	..	..	Tanner, Thomas B.	D1	HM	*265 0 0	..
							Jamieson, Robert E.	D2	AM	160 0 0	..
							Gatland, Alfred H.	D2	Sec.	..	..
							Fuller, Mary M. ..	D3	AF	120 0 0	..
							Daldy, Helen J. ..	..	FP4	60 0 0	..
							Manktelow, M. G. T.	..	FP2	50 0 0	..
Waihi East ..	227	675 0 0	32 1 8	95 10 1	..	1179 3 0	Macky, Samuel H.	C1	HM	265 0 0	35
							Day, Arthur E. ..	D2	AM	160 0 0	..
							Wilson, Evelyn ..	E1	AF	120 0 0	..
							Rogerson, Edith J.	D4	AF	105 0 0	..
							McCarthy, Irene M.	..	FP3	55 0 0	..
							Gledstanes, Helen	..	FP1	45 0 0	..
GRADE 13.											
Chapel Street ..	216	819 18 1	40 0 0	67 16 10	44 0 0	..	Draffin, William H.	D1	HM	275 0 0	40
							Eastgate, Florence T.	D2	AF	175 0 0	..
							Hill, Edith A. ..	E2	AF	125 0 0	..
							Hosking, Vera D. ..	D3	AF	115 0 0	..
							Bull, Evelyn F. ..	..	FP5	60 0 0	..
							Vialoux, Kate V. ..	..	FP2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 13—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Karangahake and side	251	885 16 8	..	85 17 3	7 10 0	535 0 3	Scott, Augustus N.	D1	HM	275 0 0	..
							Corbett, Robert J...	D2	AM	175 0 0	..
							Palmer, Gertrude ..	E2	AF	125 0 0	..
							York, Mrs. R. W. ..	E2	AF	115 0 0	..
							Gain, Annie ..	E3	AF	90 0 0	..
							Gant, Albert H. ..	..	MP3	55 0 0	..
							Daldy, Rhoda C. ..	..	FP2	50 0 0	..
Hamilton West D.H.S	285	798 19 2	..	139 18 3	13 0 0	..	Worsley, William H.	D1	HM	*275 0 0	..
							Davidson, George A.	D1	AM	175 0 0	..
							Wilson, E., M.A. ..	A2	Sec.	..	..
							Robertson, May B., B.A.	..	Sec.	..	..
							Nixon, Amelia M...	D2	AF	125 0 0	..
							Jones, Ruth B. ..	D2	AF	115 0 0	..
							Fawcett, E. M. ..	..	FP5	60 0 0	..
							Wylie, Ada E. ..	..	FP2	50 0 0	..
GRADE 14.											
Avondale	303	1,034 11 8	..	117 13 3	8 0 0	..	Hogwood, James ..	D1	HM	290 0 0	..
							Warren, T. F., B.A.	B1	AM	190 0 0	..
							Newton, Edith M...	D1	AF	130 0 0	..
							Johnson, Jane ..	D2	AF	125 0 0	..
							Ingram, Dorothy R.	E2	AF	100 0 0	..
							Small, M. A. T. ..	E3	AF	90 0 0	..
							Pirrit, Agnes B. ..	..	FP4	60 0 0	..
							Graham, Jean A. ..	..	FP2	50 0 0	..
Epsom	340	1,060 0 0	40 0 0	153 19 0	..	..	Isemonger, Thomas	D1	HM	290 0 0	40
							Wilson, Charles ..	D2	AM	190 0 0	..
							Gillibrand, M. E. ..	D1	AF	130 0 0	..
							Tills, Ethel E. ..	E2	AF	125 0 0	..
							Fordyce, Johanna C.	D4	AF	90 0 0	..
							Hill, Marianne E...	..	FP4	60 0 0	..
							Christie, Alice J. ..	..	FP4	60 0 0	..
							Phillips, Lucy ..	..	FP3	55 0 0	..
							Walker, Ellen L. ..	..	FP2	50 0 0	..
							Merrington, Alfred R.	..	MP3	55 0 0	..
Paeroa D.H.S. ..	318	971 8 4	40 0 0	89 2 0	..	200 0 0	Murphy Francis ..	C1	HM	*300 0 0	40
							Pocock George H.	C1	AM	190 0 0	..
							Meredith, Charles ..	C2	Sec.	..	..
							Algie, Ronald M. ..	..	Sec.	..	..
							Shaw, Minnie ..	E1	AF	135 0 0	..
							Shroff, Maud A. ..	D2	AF	135 0 0	..
							McCallum, Adina ..	D2	AF	110 0 0	..
							Mahony, Florence N.	..	FP4	55 0 0	..
							Black, John F. T...	..	MP2	35 0 0	..
							Thorp, Lucy S. ..	..	FP1	25 0 0	..
GRADE 15.											
Bayfield	339	1,107 13 0	40 0 0	95 11 9	..	..	Christie, James ..	D1	HM	300 0 0	40
							Law, Norman H. S.	C1	AM	205 0 0	..
							Thompson, F. E. ..	D1	AF	135 0 0	..
							Caldwell, Alice M...	D2	AF	135 0 0	..
							Stewart, Mary A. ..	D3	AF	110 0 0	..
							Cole, Adelaide A. M.	D3	AF	90 0 0	..
							Goodwin, Frank R.	..	MP4	60 0 0	..
							Foster, Mabel K. ..	..	FP2	35 0 0	..
							Montgomery, Gladys	..	FP2	35 0 0	..
Kauaeranga ..	350	1,146 5 0	40 0 0	144 13 11	10 0 0	..	Marsdon, Wm. H. P.	D1	HM	310 0 0	40
							Hammond, T.W.G.H.	D1	AM	215 0 0	..
							Smith, Sylvia G. ..	E1	AF	140 0 0	..
							Ashman, Eva M. ..	E2	AF	135 0 0	..
							Benner, Maud C. ..	D2	AF	110 0 0	..
							Hodge, Millicent M.	D3	AF	90 0 0	..
							Smith, Jessie R. ..	..	FP3	45 0 0	..
							Corbett, Kathleen ..	..	FP2	50 0 0	..
							McCowan, John T.	..	MP1	45 0 0	..
Mount Albert ..	357	1,106 5 0	..	117 13 6	..	..	Whitaker, Joseph R.	D1	HM	300 0 0	..
							Campbell, Robert ..	C1	AM	205 0 0	..
							Nicholson Maud ..	D1	AF	135 0 0	..
							de Montalk, Emily L.	E2	AF	135 0 0	..
							Conway, Mabel E...	D2	AF	110 0 0	..
							Hill, Winifred M. ..	D3	AF	90 0 0	..
							Cartwright, Jessie ..	..	FP3	45 0 0	..
							Ashby, Millicent M.	..	FP2	50 0 0	..
							Bayliss, Marg'retta A.	..	FP2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 15—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Northcote	339	1,131 15 2	..	87 5 8	..	..	Taylor, Alfred ..	D1	HM	300 0 0	..
							Braithwaite, J. H...	C1	AM	205 0 0	..
							Wilson, Estelle R...	E1	AF	135 0 0	..
							Turnbull, Kath. A.	D2	AF	135 0 0	..
							Newbegin, Annie M.	E2	AF	110 0 0	..
							Mackay, Frieda M.	..	AF	85 0 0	..
							Nicholson, I. D. F.	..	FP5	55 0 0	..
							Johns, William H.	..	MP2	50 0 0	..
							Wilkinson, Dorothy	..	FP2	50 0 0	..
Waiokaraka ..	334	1,128 6 8	40 0 0	186 19 6	..	..	Newton, William H.	D1	HM	300 0 0	40
							Fergusson, Samuel H.	D1	AM	205 0 0	..
							Macky, M. A. F., Mrs.	E1	AF	135 0 0	..
							Monstedt, Martha E.	D3	AF	135 0 0	..
							Fisher, Nellie W. ..	D2	AF	110 0 0	..
							Killgour, Laura A...	D3	AF	90 0 0	..
							Grigg, Stella ..	..	FP3	45 0 0	..
							Wilkins, Elsie A. ..	..	FP2	50 0 0	..
GRADE 16.							Lord, George H. ..	..	MP2	50 0 0	..
Normal School and Model	391	2,923 6 8	60 0 0	426 13 9	..	987 0 0	Cousins, H. G., M.A.	A1	HM	360 0 0	40
							Paterson, Robert H.	C1	AM	240 0 0	..
							Burns, Hector K., B.A.	B1	AM	200 0 0	..
							Newman, Margt. S.	D1	AF	200 0 0	..
							Purdie, Sarah J. ..	C1	AF	140 0 0	..
							Holloway, Annie E.	D1	AF	120 0 0	..
							Green, Samuel ..	D3	AM	150 0 0	..
							Shroff, Kate S. M...	D1	AF	110 0 0	..
							Toy, Alice M. ..	D2	AF	110 0 0	..
							Murray, George W.	D1	(1)	220 0 0	20
GRADE 17.							Shrewsbury, E., M.A.	A1	Sec.	..	..
Napier Street ..	451	1,355 16 8	50 0 0	126 8 0	..	..	Carter, Charles M...	D1	HM	320 0 0	50
							Dunlop, David W. ..	D1	AM	225 0 0	..
							Menzies, Albert G...	C3	AM	155 0 0	..
							Halliwell, E. M. ..	D1	AF	145 0 0	..
							Arey, Alice M. ..	E1	AF	125 0 0	..
							Edwards, Maria ..	E2	AF	110 0 0	..
							Stubbs, Margaret M.	D3	AF	85 0 0	..
							Walker, Ethel M. ..	..	FP4	55 0 0	..
							Manton, Kate ..	..	FP2	50 0 0	..
							Casey, Olive T. ..	..	FP1	45 0 0	..
							Glasgow, Ellen E. ..	..	FP1	25 0 0	..
Nelson Street ..	443	1,343 15 0	50 0 0	271 2 7	..	..	Cronin, B., B.A. ..	B1	HM	320 0 0	50
							Hall, Alfred J. C. ..	D1	AM	225 0 0	..
							Wooller, Harold J.	C2	AM	155 0 0	..
							Coghill, Margaret ..	E1	AF	145 0 0	..
							Burns, Jessie A. ..	E1	AF	125 0 0	..
							Johnston, Sarah A.	E2	AF	110 0 0	..
							Wheeler, Elizabeth A.	D3	AF	85 0 0	..
							Gilmour, Kathleen	..	FP3	45 0 0	..
							Douglas, Effie ..	..	FP2	50 0 0	..
							Macdonald, Edith D.	..	FP2	35 0 0	..
							Robson, Olive ..	..	FP1	45 0 0	..
Remuera	418	1,361 13 4	..	379 16 3	..	..	Munro, Colin R. ..	C1	HM	320 0 0	..
							Bowden, Alfred N...	D1	AM	225 0 0	..
							Grant, Elsie D. ..	D1	AF	155 0 0	..
							Herbert, Mary E. ..	D1	AF	145 0 0	..
							Davis, Ethel W. B.	D2	AF	125 0 0	..
							Metge, Winifred T.	E2	AF	110 0 0	..
							Ramson, May ..	Lic.	AF	85 0 0	..
							Jones, Florence M. D.	..	FP5	55 0 0	..
							Hogwood, A. I. M...	..	FP4	55 0 0	..
							May, Ruth M. ..	..	FP2	50 0 0	..
GRADE 19.							Hayter, Reuben ..	..	MP1	45 0 0	..
Grafton	516	1,571 2 6	50 0 0	411 8 7	..	253 3 0	Hill, William W. ..	D1	HM	340 0 0	50
							McKay, Norman D.	D1	AM	235 0 0	..
							Carnachan, Robert	C2	AM	170 0 0	..
							Hopper, Mary E. ..	E1	AF	155 0 0	..
							Jackson, Mary B. ..	E1	AF	145 0 0	..
							Robinson, Florence K.	D2	AF	120 0 0	..
							Fraser, Ann B. ..	D3	AF	105 0 0	..
							Gilmore, Nellie ..	Lic.	AF	85 0 0	..
							Worrall, Edith I. ..	D5	FP5	55 0 0	..
							Calder, Roberta J...	..	FP3	55 0 0	..
							McElwain, Ivy ..	..	FP2	35 0 0	..
							Vause, Harry ..	..	MP2	35 0 0	..
							Lowrie, Annie W. ..	..	FP1	45 0 0	..

(1) Model Master

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
RADE 19—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
arnell	519	1,590 0 0	50 0 0	173 13 8	..	..	Scott, John L. ..	D1	HM	340 0 0	50
							Darrow, Harry A. ..	C1	AM	235 0 0	..
							Hare, Frederick W.	D1	AM	170 0 0	..
							Astley, Hannah ..	D1	AF	155 0 0	..
							Carnachan, B. E. ..	E1	AF	145 0 0	..
							Johnston, Susannah	D1	AF	120 0 0	..
							Cardno, Elizabeth ..	E2	AF	105 0 0	..
							Earle, Jessie ..	D3	AF	85 0 0	..
							Pitt, Nora V. ..	..	FP4	55 0 0	..
							Cleveland, Rita ..	..	FP4	60 0 0	..
							Anderson, Isabella C.	..	FP3	45 0 0	..
							Cornes, Henry A. ..	..	MP2	50 0 0	..
							Hedges, Ivy L. ..	..	FP1	25 0 0	..
nehunga D.H.S. ..	592	1,657 1 8	..	161 4 10	..	..	McIntosh, W. N. ..	D1	HM	*360 0 0	..
							Robb, James ..	D1	AM	240 0 0	..
							Kenny, Arthur A. ..	D2	Sec.	..	..
							Hutton, Robert G.	C2	AM	180 0 0	..
							Patterson, F. I., M.A.	Lic.	Sec.	..	..
							French, Agnes S. ..	E1	AF	170 0 0	..
							Bull, Effie S. ..	D1	AF	155 0 0	..
							Monro, Agnes S. ..	Lic.	Sec.	..	..
							Robb, Helen ..	D1	AF	130 0 0	..
							Bower, Jessie ..	E2	AF	115 0 0	..
							Speight, Mary V. ..	D4	AF	95 0 0	..
							Strong, Lavinia J. ..	..	FP4	55 0 0	..
							Gillman, W. M. ..	..	FP4	55 0 0	..
							McConaughy, M. A.	..	FP2	50 0 0	..
							Menzies, Alexander	..	MP2	35 0 0	..
GRADE 21.							Leyland, Allen I. ..	..	MP1	45 0 0	..
eresford Street ..	608	1,828 6 8	50 0 0	194 3 3	75 0 0	..	Hart, Edwin T. ..	D1	HM	360 0 0	50
							Kay, William ..	D1	AM	240 0 0	..
							Walker, Spenceley ..	C1	AM	180 0 0	..
							Priestley, Hannah J.	D1	AF	170 0 0	..
							McIlhone, Mary J. ..	E1	AF	175 0 0	..
							Mathieson, Joann ..	E1	AF	155 0 0	..
							Davison, Mary E. ..	D2	AF	115 0 0	..
							Smith, Gertrude I.	D3	AF	105 0 0	..
							Herrich, Edith E. ..	E3	AF	85 0 0	..
							Porter, Linda ..	..	FP5	60 0 0	..
							Hattaway, Martha	..	FP4	60 0 0	..
							Hoffmann, Irene M.	..	FP2	35 0 0	..
							Revell, George C. ..	..	MP1	45 0 0	..
GRADE 22.							Hall, Harry F. ..	..	MP2	35 0 0	..
ewton West and side	711	1,994 14 2	50 0 0	203 12 8	79 10 0	45 8 8	Webber, Alfred S. ..	C1	HM	365 0 0	50
							Campbell, John ..	C1	AM	240 0 0	..
							Hill, John H. ..	C2	AM	190 0 0	..
							Cato, Eva P. ..	D1	AF	180 0 0	..
							Blakey, Frank E. ..	D2	AM	160 0 0	..
							Brigham, Leonora	..	AF	121 10 0	..
							Willis, Francis A. ..	D2	AF	120 0 0	..
							Ponsford, Mary E. ..	D3	AF	110 0 0	..
							Young, Lilian ..	E3	AF	95 0 0	..
							Jacobsen, Ethel G.	E3	AF	90 0 0	..
							Eslick, Violet I. ..	D5	FP5	55 0 0	..
							Barriball, Ina F. ..	..	FP4	60 0 0	..
							Cottingham, R. M.	..	FP3	45 0 0	..
							Hotson, Claud ..	..	MP3	55 0 0	..
							Currie, K. A. M. ..	..	FP3	45 0 0	..
GRADE 23.							Moore, Daniel V. ..	..	MP3	55 0 0	..
evonport	704	2,089 3 4	50 0 0	378 15 8	..	..	Armstrong, James ..	D1	HM	370 0 0	50
							Macgregor, Alexander	D1	AM	240 0 0	..
							Jones, Griffith R. ..	D2	AM	195 0 0	..
							Hodgson, Ada B. ..	E1	AF	185 0 0	..
							Grant, Jane D., B.A.	B1	AF	165 0 0	..
							Wildman, E. J., Mrs.	E1	AF	140 0 0	..
							Robertson, E. M. ..	E3	AF	125 0 0	..
							Moodie, Agatha G.	D2	AF	115 0 0	..
							Bongard, Emily ..	D3	AF	100 0 0	..
							Barr, Muriel L. ..	E3	AF	85 0 0	..
							Kelly, John A. ..	..	MP4	55 0 0	..
							Griffiths, G. I. K. ..	..	FP3	45 0 0	..
							Tanner, Eliz. H. L.	..	FP3	55 0 0	..
							Clark, Catherine ..	..	FP3	55 0 0	..
							Andrew, Richard E.	..	MP2	50 0 0	..
							Burrell, Bertha ..	..	FP2	50 0 0	..
							Anderson, Mar. F. L.	..	FP1	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

AUCKLAND—*continued*.

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 23—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ponsonby	717	2,063 10 10	50 0 0	289 6 8	..	..	Dickinson, James C.	D1	HM	370 0 0	50
							Trayes, Alfred E.	D1	AM	240 0 0	..
							Vuglar, James	D1	AM	195 0 0	..
							Ingall, Eva K. M.	D1	AF	185 0 0	..
							Birss, William	D2	AM	165 0 0	..
							Caldwell, M., Mrs.	E1	AF	140 0 0	..
							Whitaker Kathleen	D3	AF	125 0 0	..
							Bower, Eva	D2	AF	115 0 0	..
							Holder, Marian C.	E3	AF	100 0 0	..
							Bryant, Catherine A.	E2	AF	85 0 0	..
							Earle, Mabel J.	..	FP4	55 0 0	..
							Dunn, Eileen E.	..	FP4	60 0 0	..
							Ridling, Randolph G.	D4	MP4	55 0 0	..
							Hunt, Winifred I.	..	FP2	35 0 0	..
							Beasley, Arthur	..	MP1	45 0 0	..
							Turner, Margaret W.	..	FP1	45 0 0	..
							Hannken, Wilfred P.	..	MP3	45 0 0	..
Richmond Road	714	2,082 18 10	50 0 0	241 8 3	..	..	Wells, Thos. U., M.A.	B1	HM	370 0 0	50
							Plummer, George H.	C1	AM	240 0 0	..
							Green, Bertram M.	D2	AM	195 0 0	..
							McGibbon, H. M. S.	D1	AF	185 0 0	..
							Jones, Thomas R.	D2	AM	165 0 0	..
							Eastgate, Mildred M.	D1	AF	140 0 0	..
							Holloway, E. M.	E1	AF	125 0 0	..
							Hamilton, Gordon K.	D4	AM	115 0 0	..
							Morley, Sylvia W.	D3	AF	100 0 0	..
							Macindoe, Janet G.	D3	AF	85 0 0	..
							Newton, Elsie P.	..	FP4	60 0 0	..
							Crellin, Muriel L.	..	FP4	55 0 0	..
							Wilkinson, Hilda	..	FP4	60 0 0	..
							Worthington, M. L.	..	FP1	45 0 0	..
							Rope, Charles M.	..	MP2	50 0 0	..
							Stephenson, G. F.	..	MP1	45 0 0	..
							Jeffs, Maud C. A.	..	FP1	45 0 0	..
Waihi D.H.S.	620	1,917 1 8	..	266 1 8	3 0 0	..	Benge, Alfred	D1	HM	*370 0 0	..
							Lloyd, William	D1	AM	240 0 0	..
							Moor, William J.	D2	AM	195 0 0	..
							Stewart, Alexander A.	..	Sec.	..	..
							Roberts, Laura A.	E1	AF	185 0 0	..
							Hume, Jane H.	E1	AF	165 0 0	..
							Gibson, Elizabeth M.	E2	AF	140 0 0	..
							Brain, Eleanor E.	E3	AF	125 0 0	..
							Maxwell, Marion	C2	AF	115 0 0	..
							Short, M. A. L.	Lic.	AF	100 0 0	..
							Roberts, Bernice E.	..	FP5	55 0 0	..
							Benge, Lorna R.	..	FP5	55 0 0	..
							Ganley, Hilda E.	..	FP3	45 0 0	..
							Nicholson, Margt. M.	..	FP2	35 0 0	..
							Johnson, May O.	..	FP2	35 0 0	..
							Ellis, William R.	..	MP2	50 0 0	..
GRADE 24.											
Mount Eden	758	2,181 13 4	..	307 9 11	..	..	Hosking, Alfred	D1	HM	375 0 0	..
							Gatenby, William J., B.A.	B1	AM	245 0 0	..
							McInnes, Donald	C1	AM	200 0 0	..
							Hawkins, Elizab. F.	E1	AF	190 0 0	..
							Murdoch, Albert	D2	AM	170 0 0	..
							Russell, Magdalen L.	D1	AF	145 0 0	..
							Daniels, Caroline G.	E2	AF	130 0 0	..
							Brett, Evelyn L.	E2	AF	120 0 0	..
							Allen, Harriette M.	E3	AF	105 0 0	..
							Walker, Hilda M.	D4	AF	95 0 0	..
							Caldwell, F. A.	..	FP4	55 0 0	..
							Schofield, Ethel C.	..	FP3	45 0 0	..
							Dean, Ivy M.	..	FP3	45 0 0	..
							Grey, Allan S.	..	MP2	35 0 0	..
							Stevens, Brenda E.	..	FP2	50 0 0	..
							Reynolds, Emma I.	..	FP3	45 0 0	..
							Foley, Veronica M.	..	FP1	25 0 0	..
							Hayter, Ernest	..	MP1	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Re-building, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 25.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Newton East ..	796	2,289 11 8	50 0 0	203 12 9	..	..	Metge, Daniel D. ..	D1	HM	380 0 0	50
							Brown, Francis H.	C1	AM	245 0 0	..
							Sheppard, Albert L.	D2	AM	205 0 0	..
							Wright, Lydia ..	E1	AF	195 0 0	..
							Simpson, Euphemia	E1	AF	175 0 0	..
							Wilson, Janet ..	D1	AF	150 0 0	..
							Harris, Elizabeth E.	E2	AF	135 0 0	..
							Nolan, Bessie M. ..	D2	AF	125 0 0	..
							Waddingham, F. M.	D3	AF	110 0 0	..
							Mahon, Rose M. ..	E2	AF	100 0 0	..
							Mahon, Eileen A. ..	D4	AF	85 0 0	..
							Litten, Alice I. ..	..	FP4	60 0 0	..
							Donovan, Mary E. ..	..	FP4	55 0 0	..
							Longdill, Kate W. ..	..	FP4	55 0 0	..
							Sadler, Nora ..	..	FP4	60 0 0	..
							Sceats, Ethel F. A.	..	FP3	45 0 0	..
							Oliver, Mabel L. ..	..	FP3	45 0 0	..
							Carson, William ..	..	MP2	35 0 0	..
							Anderson, M. C. M.	..	FP1	25 0 0	..
Expenditure on schools not open in December, 1907—											
Ararimu and Hunua No. 2	..	48 12 0	5 0 0	5 1 9	..	..	..	..	..	..	..
Brynderwyn ..	..	..	..	..	..	5 19 6	..	..	..	..	..
Edendale ..	..	..	..	2 2 0	..	..	..	..	..	..	..
Makatote ..	..	5 0 0	..	..	..	..	..	..	..	..	..
Oio	..	12 0 0	..	1 7 0	..	..	..	..	..	..	..
Orahiri	..	3 0 0	..	..	..	..	..	..	..	..	..
Paiaka and Pah ..	..	54 0 0	7 10 0	5 1 0	..	..	..	..	..	..	..
Piriaka	..	208 6 8	..	19 12 1	..	..	..	..	..	..	..
Raurimu	..	62 10 0	5 0 0	8 15 4	..	50 17 1	..	..	..	..	..
Taotaoroa No. 1 and Taotaoroa No. 2	..	14 8 0	..	2 19 0	..	..	..	..	..	..	..
Tauranga-a-moana	..	..	..	..	..	201 2 11	..	..	..	..	..
Walton	..	65 0 0	10 0 0	4 13 9	..	..	..	..	..	..	..
Whakahara ..	..	10 0 0	1 13 4	..	..	..	..	..	..	..	..
Expenditure not classified—											
Plans and supervision	..	..	..	..	..	627 4 8	..	..	..	..	..
Furniture ..	..	..	..	..	..	109 19 1	..	..	..	..	..
Painting school buildings	..	..	..	699 9 10	..	..	..	..	..	..	..
Tarring and sanding	..	..	..	..	..	427 8 5	..	..	..	..	..
Totals ..	..	117,038 0 11	4,396 0 1	17,904 14 6	559 14 8	12764 13 11	..	..	..	116,312 9 3	4,430

TARANAKI.

1	2	3	4	5	6	7	8	9	10	11	12
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Albert	12	78 0 0	10 0 0	5 11 2	..	..	Henderson, Annie H., Mrs.	E2	F	78 0 0	10
Hurimoana and Tahora	12	84 18 11	7 2 2	6 19 4	..	..	Mailman, Ethel ..	..	F	85 0 0	10
Kohuratahi ..	8	51 0 0	..	3 15 5	..	..	McCartie, Frances ..	..	F	48 0 0	..
Mohakau	8	14 0 0	..	7 18 11	..	..	Watkin, Myra ..	..	F	48 0 0	..
Pohokura(1) ..	..	31 10 0	..	2 19 11	..	..	..	..	..	..	..
Pukearuhe	10	66 0 0	..	11 6 1	5 0 0	..	McDonald, John C.	..	M	66 0 0	..
Puniwhakau ..	7	48 14 11	9 5 6	4 5 6	..	..	McMillan, A. G., Mrs.	E3	F	54 0 0	10
Opua	10	40 0 0	6 13 4	5 4 6	5 4 0	..	McGregor, Eva ..	..	F	60 0 0	10
Newall	6	32 10 0	..	7 19 11	..	..	Cassie, Jane ..	..	F	36 0 0	..
Whangamomona ..	11	72 0 0	10 0 0	15 13 8	6 0 0	..	Bartlett, Ivy A. E.	..	F	72 0 0	10
GRADE 1.											
Douglas	21	110 0 0	10 0 0	23 11 9	8 10 0	..	Finnerty, Lilla ..	Lic.	F	110 0 0	10
Eltham Road ..	14	120 0 0	..	58 8 8	..	..	Birkett, Emma, Mrs.	E2	F	110 0 0	..
Hurford	22	110 0 0	10 0 0	13 18 5	..	..	Adamson, Jane ..	Lic.	F	110 0 0	10
Makahu	19	106 19 8	9 16 9	11 13 9	..	..	Cameron, Sarah, Mrs.	E3	F	110 0 0	10
Mangorei, Lower ..	21	110 0 0	10 0 0	9 9 4	..	..	Mead, Beatrix ..	E4	F	110 0 0	10
Mangorei, Upper ..	16	110 0 0	10 0 0	7 13 9	..	..	Amoore, Albert H. ..	Lic.	M	110 0 0	10
Tongaporutu ..	17	110 0 0	10 0 0	23 15 3	..	..	Gilliver, John E. ..	Lic.	M	110 0 0	..
Uruti	25	110 0 0	10 0 0	7 13 9	..	..	Bicheno, Eva ..	E3	F	110 0 0	10
Waihi	21	130 0 0	10 0 0	9 7 11	..	..	Cowles, Sarah A. ..	D2	F	130 0 0	10
Waitui	19	130 0 0	10 0 0	13 16 5	..	..	Cresswell, O. E. O.	D3	F	130 0 0	10
GRADE 2.											
Carrington ..	24	130 0 0	20 0 0	11 2 7	..	..	Sinclair, Jeanne ..	E4	F	130 0 0	20
Durham	30	130 0 0	..	10 11 4	..	..	Papps, Mary M. ..	C4	F	130 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Denbigh	18	138 3 4	20 0 0	9 16 6	..	..	Bourke, Mary ..	D3	F	130 0 0	20
Kent, Lower ..	22	130 0 0	20 0 0	10 11 6	..	..	Smith, Kate E. ..	E2	F	130 0 0	20
Kahui and Ngariki ..	22	156 0 0	20 0 0	18 10 9	..	..	Morgan, Richard ..	E1	M	156 0 0	20
Rowan	26	144 0 0	20 0 0	11 8 5	..	..	Taylor, Minnie I. ..	E3	F	144 0 0	20
Tataraimaka ..	25	130 0 0	..	12 15 0	..	..	Ullmer, Frederica ..	D4	F	130 0 0	..
Tututawa	17	130 0 0	..	14 0 5	..	..	Cameron, Lilly I. ..	E5	F	130 0 0	..
Upland	23	130 0 0	..	26 16 3	..	..	Moss, Eliza M., Mrs.	E3	F	130 0 0	..
Marco	23	121 6 8	..	9 7 11	8 10 0	..	Bailey, Michael H.	..	M	117 0 0	..
GRADE 3.											
Huirangi	27	144 0 0	..	11 16 10	..	..	Riley, Laura F. ..	D4	F	144 0 0	..
Huiroa	22	144 0 0	..	11 14 11	..	..	Worm, Louise F. ..	Lic.	F	144 0 0	..
Koru	31	126 0 0	..	19 6 10	..	..	Reid, Maymie ..	..	F	129 12 0	..
Matau and Purangi ..	27	160 10 11	..	117 10 5	26 0 0	..	Long, Victor H. L.	E3	M	172 16 0	..
Oakura	28	160 0 0	..	11 16 10	..	..	Bartlett, Alice G. ..	C1	F	160 0 0	..
Pembroke	29	144 0 0	20 0 0	13 8 0	..	..	Boyle, Thomas ..	..	M	144 0 0	20
Pungarehu	35	144 0 0	20 0 0	24 1 5	..	..	Harrison, J. I., Mrs.	D4	F	144 0 0	20
Ratapiko	26	144 0 0	..	12 13 9	..	..	Wilson, Oney E., Mrs.	D3	F	144 0 0	..
Waiongona.. ..	30	160 0 0	..	62 19 6	..	160 0 0	Cumberworth, F. J.	D1	M	160 0 0	..
GRADE 4.											
Awatuna	36	160 0 0	..	14 11 5	..	..	Powell, Ada M. ..	D4	F	160 0 0	..
Bell Block	30	160 0 0	..	14 15 4	..	..	Rice, John H. ..	C1	M	160 0 0	..
Bird	33	160 0 0	20 0 0	17 16 2	..	..	McKenzie, Thos.D.O.	D4	M	160 0 0	20
Dudley	32	160 0 0	20 0 0	14 1 10	..	..	Alexander, G. M. ..	D3	F	160 0 0	20
Huiakama	42	160 0 0	20 0 0	22 15 10	..	..	Williams, Alice, Mrs.	Lic.	F	160 0 0	20
Kaiauai	34	160 0 0	..	20 14 2	..	..	Bocock, James H. ..	E3	M	160 0 0	..
Kent, Upper ..	33	160 0 0	20 0 0	17 1 2	..	..	Stewart, Lily ..	D4	F	160 0 0	20
Lincoln	37	160 0 0	..	50 18 0	..	..	Kennedy, Mary ..	D3	F	160 0 0	..
Raupuha	25	160 0 0	20 0 0	13 7 10	..	..	Warner, Margaret..	D4	F	160 0 0	20
Tarata	34	160 0 0	..	14 16 7	..	..	Rutherford, Violet..	D4	F	160 0 0	..
Te Kiri	38	155 2 3	..	21 0 10	..	..	Buechler, Arthur ..	C2	M	160 0 0	..
Warea	35	160 0 0	..	23 9 10	..	..	Evans, Alice ..	D2	F	160 0 0	..
GRADE 5.											
Cardiff	46	250 0 0	..	35 5 4	..	..	McCarty, C. M. ..	D2	HF	165 0 0	..
							Smith, Daisy A. ..	Lic.	AF	85 0 0	..
Egmont Village ..	42	247 10 0	..	420 9 1	..	..	Dewhirst, Eliza E.	E1	HF	165 0 0	..
							Gibson, Elsie ..	..	FP2	35 0 0	..
							Jemison, Winifred..	..	FP1	45 0 0	..
Egmont Road ..	44	250 0 0	..	16 9 11	..	..	Stephen, Mary W.	D2	HF	165 0 0	..
							Rice, Hilda ..	..	AF	85 0 0	..
Kaimata	49	250 0 0	..	16 18 6	..	..	Livingstone, H. A.	D2	HM	165 0 0	..
							Richardson, Gertrude	..	AF	85 0 0	..
Mahoe	41	250 0 0	..	16 1 6	..	..	Turkington, Samuel	D2	HM	165 0 0	..
							Rowntree, Ethel ..	..	AF	85 0 0	..
Okato	43	262 1 8	..	84 16 1	..	..	Evans, Daffyd P. ..	E2	HM	165 0 0	..
							McMillan, Christina	..	AF	85 0 0	..
Pihama	43	250 13 5	..	18 12 8	..	..	Mason, Frederick W.	E2	HM	165 0 0	..
							Cameron, Jessie ..	..	AF	85 0 0	..
Salisbury	51	250 0 0	..	25 4 0	..	7 0 6	Auld, James A. ..	D2	HM	165 0 0	..
							Hamerton, Annis E.	E3	AF	85 0 0	..
Tikorangi	43	250 0 0	..	15 19 8	0 10 0	..	West, Isaac M. ..	D2	HM	165 0 0	..
							Cowles, Mildred J.	..	AF	85 0 0	..
GRADE 6.											
Frankley	64	270 0 0	..	117 12 2	..	..	Winfield, Thomas B.	E2	HM	180 0 0	..
							McDermid, R. G. M.	Lic.	AF	90 0 0	..
Lepperton	51	265 10 0	..	18 10 11	0 2 6	..	Brown, William A.	D3	HM	180 0 0	..
							Wright, Jane ..	D3	AF	90 0 0	..
Norfolk	51	289 10 10	..	33 15 6	..	..	Thomas, Richard E.	D2	HM	195 0 0	..
							Rigby, Frances C. J.	Lic.	AF	90 0 0	..
Oaonui	62	265 8 4	..	186 3 7	2 0 0	140 0 0	Sims, Arthur V. ..	D2	HM	180 0 0	..
							Hickey, Stella ..	..	AF	85 0 0	..
Omata	53	265 0 0	..	27 16 3	..	..	Thomas, Joseph W.	D4	HM	180 0 0	..
							Crawford, Amy F. ..	..	AF	85 0 0	..
Stanley	54	265 0 0	30 0 0	29 7 4	..	..	Lilley, Helen ..	E2	HF	180 0 0	30
							Richmond, Bertha..	..	AF	85 0 0	..
GRADE 7.											
Rahotu	64	280 10 0	..	24 5 7	..	..	Campbell, John T. ..	D1	HM	195 0 0	..
							Dempsey, Ina ..	..	AF	85 10 0	..
GRADE 8.											
Opunake	77	312 10 0	..	453 0 2	15 0 0	..	Gray, Alfred ..	D2	HM	215 0 0	..
							Bent, Ethel W. ..	Lic.	AF	100 0 0	..
Urenui	80	305 0 0	..	79 4 9	..	..	Pope, George H. ..	D2	HM	215 0 0	..
							Berntsen, Mary ..	..	AF	90 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 9.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Fitzroy	91	374 3 4	..	35 10 0	..	..	Johnson, Oscar ..	D1	HM	225 0 0	..
							Hagenson, Matilda	D3	AF	105 0 0	..
							Brown, Elsie ..	..	FP1	25 0 0	..
Midhirst	111	385 0 0	..	84 7 11	..	300 0 0	Mail, James W. ..	C2	HM	225 0 0	..
							Hutcheson, Margaret	Lic.	AF	105 0 0	..
							Arms, Winifred ..	..	FP4	55 0 0	..
Ngaire	93	375 15 5	..	102 10 8	..	..	Stratford, Herbert A.	D1	HM	225 0 0	..
							Mills, Sarah Ann ..	E1	AF	105 0 0	..
							Lewis, Edith ..	..	FP2	50 0 0	..
Tariki	94	390 0 0	..	40 15 2	..	..	Eason, Harry A. ..	D2	HM	225 0 0	..
							Beedie, Jeanie A. J.	E2	AF	105 0 0	..
							Coleman, Grace ..	..	FP4	60 0 0	..
GRADE 10.											
Toko	125	435 0 0	..	32 11 3	..	100 0 0	Allan, Orlanno L. ..	D1	HM	235 0 0	..
							Smith, Violet E. S.	Lic.	AF	110 0 0	..
							Fincham, Lily ..	..	FP3	45 0 0	..
							Blake, Margaret ..	..	FP1	45 0 0	..
GRADE 11.											
Waitara	179	580 0 0	..	78 14 3	..	..	Wyllie, Samuel ..	D1	HM	250 0 0	..
							Edwards, Alice ..	D1	AF	130 0 0	..
							Pearce, Elsie M. ..	D3	AF	115 0 0	..
							Andrews, Elsie ..	..	FP4	60 0 0	..
							Brabant, Amy ..	..	FP1	25 0 0	..
GRADE 12.											
Inglewood	230	767 18 4	..	252 0 8	..	..	Evans, William J...	D1	HM	265 0 0	..
							Riordan, Margaret A.	E3	AF	160 0 0	..
							Reed, Laura ..	E2	AF	125 0 0	..
							Minchin, Minnie E.	Lic.	AF	115 0 0	..
							Hart, Lillian Annie	..	FP4	60 0 0	..
							Bunyan, Isabella ..	..	FP1	25 0 0	..
GRADE 14.											
New Plymouth: West End	301	966 0 10	40 0 0	236 17 6	..	347 5 0	Dowling, Mary ..	C1	HF	290 0 0	40
							Bary, Edward ..	C3	AM	190 0 0	..
							Meyenberg, Arth. M.	D4	AM	170 0 0	..
							Mynott, Laura E. ..	E2	AF	130 0 0	..
							Potts, Mary Isabel..	E4	AF	100 0 0	..
							O'Brien, Florence..	..	FP4	55 0 0	..
							Evetts, Carvell ..	..	MP3	45 0 0	..
GRADE 17.											
Stratford D.H.S. ..	484	1,276 5 2	..	221 1 0	..	..	Tyrer, Florence A. R.	D1	HM	*320 0 0	..
							Hunter, Joseph ..	C2	AM	225 0 0	..
							Charles, Robert ..	D4	AM	155 0 0	..
							Hogg, Susan ..	E1	AF	145 0 0	..
							Blackett, Isabella M.	D2	AF	125 0 0	..
							King, Ella ..	..	AF	99 0 0	..
							Mackay, May ..	..	FP4	55 0 0	..
							Knox, Ellie ..	..	FP3	55 0 0	..
							Cumberworth, D. ..	..	FP3	55 0 0	..
							Cameron, Don ..	..	MP3	45 0 0	..
							Gatland, A., B.A. ..	..	Sec.	..	..
							Webb, Mary, M.A...	..	Sec.	..	..
							Bowler, Frederick..	..	Sec.	..	..
GRADE 18.											
New Plymouth: Central	491	1,508 19 2	..	226 8 10	..	..	Dempsey, Hector ..	C1	HM	340 0 0	..
							McIlroy, Robert L.	B2	AM	235 0 0	..
							Davidson, William	D3	AM	165 0 0	..
							Martin, G. E., Mrs.	E1	AF	155 0 0	..
							Black, Bertha ..	B3	AF	145 0 0	..
							Brunton, Helen O.	E2	AF	120 0 0	..
							Crawford, Mary E.	E3	AF	105 0 0	..
							Berry, Mildred ..	..	FP4	55 0 0	..
							Ford, Norah ..	..	FP4	55 0 0	..
							Noble, Annie ..	..	FP3	45 0 0	..
							Bollinger, Mary ..	..	FP2	50 0 0	..
							Tunbridge, Percy ..	..	FP2	35 0 0	..
Kaeaea(1)	..	6 0 0	0 16 8	1 4 0	..	162 18 11	..	..	..	..	..
Matiere(1)	..	32 10 0	5 0 0	4 8 2	..	..	..	..	..	..	..
Mangaroa(1) ..	..	5 10 0	0 16 8	..	..	..	..	..	..	..	..
Mangapapa(1) ..	..	8 2 7	1 2 7	2 1 5	..	195 1 8	..	..	..	..	..
Tatu(1)	..	..	..	3 12 9	..	..	..	..	..	..	..
Expenditure not classified—											
Advertising ..	..	..	..	32 6 9	..	..	..	..	..	..	..
Architect ..	..	..	..	150 0 0	..	..	..	..	..	..	..
Apparatus ..	..	..	..	79 9 6	..	..	..	..	..	..	..
Bank interest ..	..	..	..	0 2 6	..	..	..	..	..	..	..
Totals ..	..	18,136 15 9	450 13 8	4,120 16 11	76 16 6	1412 6 1	..	..	..	18,080 18 0	440

(1) Transferred to Auckland Board.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Aberfeldie	6	37 8 4	..	..	..	..	Fallowes, Bertha J.	..	F	36 0 0	..
Ararata	12	84 0 0	4 3 4	5 15 2	..	44 6 6	Bretherton, Joseph E.	..	M	84 0 0	..
Aratika	10	72 0 0	10 0 0	5 8 0	..	..	Clapham, Florence E.	Lic.	F	72 0 0	10
Brownlee	16	95 10 0	10 0 0	5 10 5	..	..	Brennand, Basil ..	..	M	99 0 0	10
Deulair	18	110 0 0	..	164 1 4	..	..	Christie, Elizabeth	E3	F	110 0 0	..
Kaukatea	14	95 8 4	10 0 0	5 18 3	..	..	Herlihy, Eveline ..	..	F	84 0 0	10
Komako	6	33 7 10	..	..	..	..	McKenzie, F. ..	..	F	36 0 0	..
Long Acre Valley ..	12	96 9 11	10 0 0	6 5 2	..	..	Stevens, M. Aleen ..	..	F	84 0 0	10
Mangaeturoa ..	16	92 0 0	10 0 0	12 7 1	..	..	Murphy, Agues ..	..	F	85 0 0	10
Maungaporau(1) ..	..	6 0 0	..	..	..	..	..	..	..	..	..
Mangarimu ..	17	88 11 1	..	5 11 10	..	..	Morton, Louisa ..	..	F	85 0 0	..
Mangawhio(2) ..	9	10 1 3	..	..	..	..	O'Donnell, Ada R.	..	F	54 0 0	10
Manui	10	86 5 11	10 0 0	5 11 4	..	..	Lock, Henry W. ..	..	M	72 0 0	..
Maungahoe ..	7	42 0 0	..	3 10 1	..	..	Cameron, Annie ..	..	F	42 0 0	..
Motoroa	8	50 10 0	9 3 4	4 3 11	..	..	Huston, Grace ..	..	F	54 0 0	10
Mount Curl ..	14	83 0 0	10 0 0	5 10 8	..	..	Smith, Gerald D. ..	..	M	85 0 0	10
Moturimu	13	74 0 0	10 0 0	4 13 0	..	..	Chadwick, Eleanor	..	F	66 0 0	10
Ohutu	10	72 0 0	10 0 0	5 12 1	..	..	Beechey, Fredk. J.	..	M	72 0 0	10
Omoana(1)	..	10 8 11	..	..	..	..	..	..	..	..	..
Orangimea ..	4	24 0 0	..	..	..	..	Blennerhassett, Ann.	..	F	24 0 0	..
Otairi	11	66 0 0	10 0 0	4 3 11	..	..	Myles, E. Brucie ..	..	F	72 0 0	10
Pakihikura	11	84 0 0	10 0 0	5 15 2	..	..	Lock, Albert D. ..	..	M	84 0 0	10
Pine Creek	7	54 0 0	10 0 0	4 8 3	..	..	Macfadzean, John ..	..	M	54 0 0	10
Pohonui	16	81 15 0	10 0 0	4 17 9	..	..	Rockel, Max Eug. C.	..	M	85 0 0	10
Porewa	10	65 4 11	..	4 7 6	..	..	Macdonald, B. M. ..	..	F	66 0 0	..
Pueroa	3	18 0 0	..	..	..	..	Aitken, E. Grace ..	..	F	18 0 0	..
Pukekata	9	52 10 0	..	3 7 0	..	..	Cox, Eunice ..	..	F	48 0 0	..
Raketapauma(1) ..	..	24 3 10	..	0 13 4	..	..	..	..	..	..	..
Rata Flat(1) ..	..	21 16 10	..	..	..	..	..	..	..	..	..
Rata-iti	8	78 0 0	10 0 0	5 8 3	..	..	Campbell, Helen M.	Lic.	F	78 0 0	10
Spur Road	13	91 0 1	..	9 8 6	..	..	West, Jeanette ..	E3	F	84 0 0	..
Tapuae	16	84 15 9	9 12 4	5 16 10	..	..	Honore, Abraham T.	..	M	85 0 0	10
Tataramoa	3	14 8 5	..	..	..	..	Ingles, Olivia ..	..	F	18 0 0	..
Te Roti	30	120 16 9	..	10 9 11	..	..	Malcolm, Ira ..	..	F	129 12 0	..
Toi Toi	16	95 10 0	11 3 4	7 10 2	..	..	Rockel, Felix E. S.	..	M	85 0 0	10
Umutoi	14	83 5 0	10 0 0	5 11 7	..	21 5 0	Sixtus, Bertram E.	..	M	99 0 0	10
Upper Kawhatau ..	10	60 0 0	10 0 0	4 5 10	..	..	Deighton, Emily S.	..	F	60 0 0	10
Utuwai	17	99 0 0	10 0 0	6 7 4	..	14 7 6	Romley, Isabella M.	..	F	99 0 0	10
Waiouru(3)	18	28 16 8	..	..	..	..	Tegner, Louis F. ..	D4	M	110 0 0	10
Whakamara ..	9	67 16 0	..	11 0 2	..	..	Smith, Isabella A. ..	..	F	72 0 0	..
Watershed Road ..	6	29 18 7	..	..	..	..	McCarthy, Ada ..	..	F	36 0 0	..
Mokotote	10	49 0 0	8 6 8	1 15 0	..	..	Foley, Hugh ..	..	M	66 0 0	10
GRADE 1.											
Clydesdale	17	104 10 0	10 0 0	10 11 8	15 0 0	..	McCann, Thomas J.	..	M	99 0 0	10
Coal Creek	13	100 16 8	10 0 0	7 7 10	..	..	Williams, William P.	..	M	99 0 0	10
Hautapu	17	99 0 0	10 0 0	8 17 10	..	10 19 10	Harris, William H.	..	M	99 0 0	10
Hinau	18	107 2 9	9 17 2	11 13 5	..	..	Scott, Helen I. S. ..	Lic.	F	110 0 0	10
Kaheke	22	108 3 10	9 19 4	15 3 9	..	..	Powle, Una W. ..	E3	F	110 0 0	10
Karewarewa ..	15	99 0 0	10 0 0	6 14 0	..	..	McNeale, John W.	..	M	99 0 0	10
Kohi	19	144 0 0	..	8 13 6	..	..	Slattery, Julia C. ..	E3	F	144 0 0	..
Makohau	14	99 0 0	10 0 0	9 9 9	..	..	Fergusson, Jean M.	..	F	99 0 0	10
Mangamahu ..	18	111 5 9	4 3 4	8 6 8	..	430 16 8	Olson, Walter H. ..	..	M	99 0 0	..
Manutahi	19	122 15 0	..	7 5 8	..	..	Harper, Arthur S. ..	..	M	99 0 0	..
Mars Hill	21	112 17 3	..	7 9 3	..	..	Holland, Francis G. L.	Lic.	M	110 0 0	..
Moawhango ..	11	102 5 9	9 12 4	8 8 3	..	..	Patterson, Edward J.	..	M	99 0 0	10
Mount View ..	21	99 0 0	..	8 6 11	..	..	Silcock, Harold S. ..	..	M	99 0 0	..
Taumatatahi and Marohema	17	140 8 0	10 0 0	7 14 6	..	..	Gibbons, John M. ..	..	M	140 8 0	10
Ohangai	16	104 10 0	10 0 0	7 2 7	..	61 8 4	Sparrow, Agatha ..	D3	F	110 0 0	10
Ohakune	38	106 6 8	10 0 0	17 14 9	..	19 11 4	Small, Gilbert G. J.	D3	M	110 0 0	10
Opaku	18	110 0 0	7 10 0	18 2 7	..	..	Gilbert, Eliz. A. J.	E3	F	110 0 0	..
Owhakura	22	95 5 6	9 12 6	13 3 10	..	22 1 4	Jarratt, Herbert ..	..	M	99 0 0	10
Pukeokahu ..	17	101 19 1	10 0 0	8 0 0	..	..	Bradwell, Caroline ..	..	F	99 0 0	10
Pukeroa(1)	..	91 13 4	8 6 8	9 9 0	..	9 3 2	..	..	..	..	..
Table Flat	24	110 0 0	..	30 17 10	..	..	Bousfield, Arthur M.	Lic.	M	110 0 0	..
Tararua	16	99 0 0	10 0 0	8 0 0	..	..	Browning, Joseph ..	..	M	99 0 0	10
Tiriraukawa ..	15	111 9 1	10 0 0	7 19 9	..	..	Clapham, James W.	D4	M	110 0 0	10
Tokoara	18	91 16 3	9 5 6	4 8 4	..	45 16 8	Curry, Matthew G.	..	M	99 0 0	10
GRADE 2.											
Awahou	24	130 0 0	..	14 8 0	..	..	Rossiter, Emma ..	E2	F	130 0 0	..
Awahou South ..	27	130 0 0	20 0 0	10 17 9	..	..	Best, Thornton R. ..	E3	M	130 0 0	20
Brunswick	24	144 0 0	..	42 3 9	..	..	Hewlett, Henry C.	C3	M	144 0 0	..
Dunolly	21	130 0 0	20 0 0	8 8 7	..	..	McMeckin, Emma	E2	F	130 0 0	20
Greatford	24	130 0 0	..	12 6 0	..	..	Laird, Emma P. ..	E2	F	130 0 0	..

(1) Closed. (2) Opened 4th December. (3) Opened 1st November.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

WANGANUI—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1917.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 2—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kakariki	24	132 12 7	20 0 0	12 17 3	..	..	Mowbray, Edith ..	E2	F	130 0 0	20
Livingstone ..	18	130 0 0	20 0 0	9 6 9	..	..	Rockell, Dulcia M.	D4	F	130 0 0	20
Makotuku	19	130 0 0	20 0 0	8 6 4	..	..	Coventry, Harry ..	D2	M	130 0 0	..
Mangamingi ..	21	130 0 0	20 0 0	8 7 9	..	..	Stables, Mary ..	E3	F	130 0 0	20
Mangawhero ..	24	129 12 0	20 0 0	9 12 0	..	..	Belton, Joseph ..	..	M	129 12 0	20
Matarawa	18	130 0 0	..	8 1 1	..	..	Menzies, Edward M.	Lic.	M	130 0 0	..
Meremere	22	128 4 5	20 0 0	9 4 1	..	..	Ewart, Edmund O.	D4	M	130 0 0	20
Nikau	19	130 0 0	20 0 0	12 18 5	..	..	Stewart, Bessy ..	E4	F	130 0 0	20
Orangipongo ..	18	130 0 0	20 0 0	8 11 1	16 0 0	..	Hanron, Clara ..	D4	F	130 0 0	20
Poukiore	23	130 0 0	..	10 10 0	..	2 10 0	Hansen, Mary ..	Lic.	F	130 0 0	..
Rewa	17	130 0 0	20 0 0	8 2 9	..	..	Dorset, Olive M. ..	E3	F	130 0 0	20
Turangarere ..	26	130 0 0	20 0 0	9 8 0	2 0 0	..	Kelly, Elizabeth J.	E3	F	130 0 0	20
Waipuru	21	117 0 0	20 0 0	8 17 1	..	..	Jackson, Herbert ..	..	M	117 0 0	20
Waitohi	21	132 6 8	20 0 0	9 17 3	..	..	Weeks, Charlotte B.	D2	F	130 0 0	20
GRADE 3.											
Kawhatau	25	144 0 0	..	20 12 0	..	..	Kendall, Gertrude ..	E3	F	144 0 0	..
Kiwitea	30	160 0 0	..	12 3 0	..	..	Watts, Walter J. ..	D3	M	160 0 0	..
Mokoia	21	142 16 0	..	11 12 6	..	..	Williams, Henty M.	D2	F	144 0 0	..
Okoia	33	160 0 0	..	33 10 0	..	..	Clayton, John C. ..	D3	M	160 0 0	..
Parawanui	27	139 13 10	..	11 8 11	..	..	Howie, Florence A.	D3	F	144 0 0	..
Raukura	24	144 0 0	20 0 0	11 7 6	..	..	McColl, Anne C. ..	E4	F	144 0 0	20
Riverton	25	129 12 0	20 0 0	11 15 5	..	..	Henry Clarence ..	..	M	129 12 0	20
Silverhope	32	160 0 0	..	19 18 7	..	..	Lanyon, Harrie B.	D2	F	160 0 0	..
Tiritea	25	144 0 0	20 0 0	23 1 8	..	..	Fox, Norman S. ..	D3	M	144 0 0	20
Tokorangi	26	139 16 0	20 0 0	11 7 0	3 16 8	10 17 2	Lewis, Adelaide ..	Lic.	F	144 0 0	20
Waituna West ..	34	144 0 0	20 0 0	11 7 3	..	..	Anderson, Roy ..	D3	M	144 0 0	20
GRADE 4.											
Beaconsfield ..	33	160 0 0	..	26 7 6	..	..	Goldsbury, Montague	D3	M	160 0 0	..
Fraser Road ..	34	160 0 0	..	17 4 2	..	..	George, Ethel M. ..	E2	F	160 0 0	..
Jackeytown ..	28	160 0 0	..	32 7 0	..	..	Campbell, Fernly C.	D3	M	160 0 0	..
Kai Iwi	33	160 0 0	20 0 0	15 13 0	..	..	Mackay, Duncan H.	D3	M	160 0 0	20
Kakaramea ..	42	157 11 5	..	14 15 0	..	..	Curteis, William A.	D3	M	160 0 0	..
Taoroa	42	160 0 0	20 0 0	13 17 6	..	12 15 3	Adams, Thomas C.	E3	M	160 0 0	20
Moutoa	33	159 8 0	..	15 7 6	..	..	Barrowclough, A. E.	A2	M	160 0 0	..
Rawhitiroa	29	165 0 0	..	20 17 5	..	..	Vereker-Bindon, William H.	B1	M	165 0 0	..
Riverlea	24	160 0 0	..	22 5 9	..	..	Armstrong, Rich. E.	E4	M	160 0 0	..
Stanway	34	160 0 0	..	13 17 6	..	..	McConnachie, Chas.	B2	M	160 0 0	..
Torere	37	160 0 0	20 0 0	14 13 9	..	..	Bailie, James ..	E2	M	160 0 0	20
Upokongaro ..	32	160 0 0	..	13 18 0	..	..	McCosh, Samuel D.	E2	M	160 0 0	..
GRADE 5.											
Fitzherbert East ..	46	250 0 0	20 0 0	16 9 0	..	..	Relling, Thorsten F.	D3	HM	165 0 0	20
							Reid, Marion ..	..	AF	85 0 0	..
Glen Oroua	44	247 7 7	20 0 0	15 1 9	..	22 8 1	Gibbs, Walter G. ..	D3	HM	165 0 0	20
							West, Martha C. ..	..	AF	85 0 0	..
Himatangi	43	234 18 5	20 0 0	15 0 6	11 13 4	216 2 3	Raikes, Francis C.	D3	HM	165 0 0	20
							Macdonald, Christina	..	AF	85 0 0	..
Hiwinui	41	242 8 3	..	22 16 6	..	..	Thurston, Daniel P.	D2	HM	165 0 0	..
							Pitts, Helen I. ..	..	AF	85 0 0	..
Kairanga	47	250 0 0	..	15 6 9	..	..	Martin, Donald ..	E2	HM	165 0 0	..
							Seater, Hilda ..	..	AF	85 0 0	..
Kelvin Grove ..	45	250 0 0	..	25 2 6	..	..	Mitchell, George W.	C1	HM	165 0 0	..
							Ross, Adelaide W...	..	AF	85 0 0	..
Momohaki	42	250 0 0	..	15 0 9	..	..	Farr, Martha M. ..	E2	HF	165 0 0	..
							Hamerton, Isabel D.	..	AF	85 0 0	..
Newbury	34	250 0 0	..	20 12 6	..	..	Galland, James ..	C2	HM	165 0 0	..
							Lynch, Margaret K.	E4	AF	85 0 0	..
Ohakea	42	250 0 0	..	30 11 9	..	..	Gabites, Frederick G.	D3	HM	165 0 0	..
							Bailey, Mary M. ..	D5	AF	85 0 0	..
Otakeho	53	264 12 7	..	48 8 6	..	..	Honore, Jacob ..	E1	HM	180 0 0	..
							Wordsworth Zoe ..	..	AF	85 0 0	..
Rangiwahia ..	45	250 0 0	..	21 9 4	..	..	Roache, Patrick H.	D2	HM	165 0 0	..
							Rashleigh, Clara ..	..	AF	85 0 0	..
Rata	47	270 0 0	..	19 1 3	..	..	Kime, Percy ..	A1	HM	180 0 0	..
							Meads, Zenobia ..	E3	AF	90 0 0	..
Ruahine	30	193 6 8	..	15 12 2	..	..	Hills, Charles C. ..	D3	M	165 0 0	..
Taikorea	33	207 10 0	..	17 2 3	..	..	Howie, Eliz. A., Mrs.	E2	F	165 0 0	..
Upper Tutaenui ..	42	250 0 0	..	17 9 6	..	..	Parkinson, Johan J.	E1	HF	165 0 0	..
							Gapes, Ethel V. ..	..	AF	85 0 0	..
Wangaehu	43	250 0 0	..	15 2 11	..	..	Walker, Louis J. ..	D2	HM	165 0 0	..
							MacLachlan, A. A.	..	AF	85 0 0	..
Warrengate ..	41	250 0 0	..	23 11 6	..	..	Bassett, Louis W...	D3	HM	165 0 0	..
							Clinton, Lilian ..	..	AF	85 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Whenuakura	44	250 0 0	..	21 3 8	..	..	Cheyne, Jemima ..	E1	HF	165 0 0	..
							Cody, Ellen M. ..	..	AF	85 0 0	..
Raurimu	76	187 0 11	15 0 0	12 7 0	..	..	McKay Farquhar J.	Lic.	HM	165 0 0	20
							Evans, Emrys ..	..	AM	85 0 0	..
GRADE 6.											
Alton	49	265 0 0	..	18 7 0	..	10 15 8	Swinbourne, Wm. A.	D2	HM	180 0 0	..
							Ray, Maud ..	..	AF	85 0 0	..
Auroa	55	265 19 7	..	24 10 6	..	..	Robbie, George A. ..	D1	HM	180 0 0	..
							Hill, Hilda ..	..	AF	85 0 0	..
Carnarvon and side school	59	271 1 0	29 5 5	69 10 1	..	..	Bowater, Harold R.	C2	HM	180 0 0	30
							Montgomery, K. M.	E3	AF	135 0 0	..
Cheltenham ..	47	284 5 0	..	39 8 2	..	..	Harre, John ..	D1	HM	195 0 0	..
							Crawford, Evelyn ..	..	AF	85 0 0	..
Colyton	55	263 12 7	..	29 0 6	..	..	Shortall, Mary R. ..	E2	HF	180 0 0	..
							Smith, Elizabeth ..	..	AF	85 0 0	..
Crofton	41	270 0 0	..	58 2 0	..	..	McCreedy, William	E2	HM	180 0 0	..
							Mossman, Leila L.	E3	AF	90 0 0	..
Hurleyville ..	55	265 7 3	..	19 6 3	..	..	Blyth, Thomas A. ..	E3	HM	180 0 0	..
							Kerrisk, Ellen ..	..	AF	85 0 0	..
Kaitoke	44	257 17 6	13 16 8	21 1 0	..	371 10 5	Lyall, George A. ..	D2	HM	180 0 0	..
							Griffiths, Williamina	D4	AF	90 0 0	..
Linton	50	268 15 0	..	21 17 4	..	49 5 0	Evans, Albert H. ..	E2	HM	180 0 0	..
							Molloy, Ellen C. ..	..	AF	85 0 0	..
Makino Road ..	46	266 13 4	..	20 7 10	..	..	Whalley, George E.	D2	HM	180 0 0	..
							Squire, Annie ..	..	AF	85 0 0	..
Mangaonoho ..	45	265 0 0	30 0 0	25 4 4	..	..	Trevena, Albert J. ..	D3	HM	180 0 0	30
							Pitcher, Susan ..	..	AF	85 0 0	..
Mataroa	54	265 0 0	30 0 0	19 11 0	..	11 6 10	Lightbourne, R. C. D.	E2	HM	180 0 0	30
							Ingpen, Phœbe ..	..	AF	85 0 0	..
Maxwell	54	270 0 0	..	63 4 3	..	..	Goldsbury, Alfred ..	E2	HM	180 0 0	..
							Thomas, Beatrice L.	Lic.	AF	90 0 0	..
Makirikiri South ..	45	265 0 0	..	24 19 9	..	..	McDonnell, John. M.	D3	HF	180 0 0	..
							McDonnell, Lena ..	..	AF	85 0 0	..
Stoney Creek ..	53	270 0 0	30 0 0	20 13 6	..	..	Stagpoole, Thomas	D2	HM	180 0 0	30
							Gibbie, Ethel M. ..	Lic.	AF	90 0 0	..
Taonui	55	282 16 2	..	22 7 6	..	..	Innes, Thomas ..	C1	HM	195 0 0	..
							Scheidt, Elizabeth ..	..	AF	85 0 0	..
Waitotara	54	270 0 0	..	18 6 6	..	..	Matthews, Howard	D2	HM	180 0 0	..
							Tuffin, Margaret S.	D3	AF	90 0 0	..
GRADE 7.											
Castlecliff	74	286 9 5	30 0 0	21 8 9	..	..	Smith, William ..	D2	HM	195 0 0	30
							Staite, Florence M.	E3	AF	95 0 0	..
Kapuni	66	283 1 2	..	19 13 6	..	..	Liggins, Charles W.	D3	HM	195 0 0	..
							Hanron, Mabel ..	..	AF	85 10 0	..
Matapu	62	290 0 0	..	19 14 9	..	..	Crabbe, Norman J.	D2	HM	195 0 0	..
							Casey, Ellen T. ..	Lic.	AF	95 0 0	..
Mosston	71	290 0 0	30 0 0	22 3 0	..	23 5 0	Slipper, Thomas B.	D2	HM	195 0 0	30
							Horneman, Flora M.	Lic.	AF	95 0 0	..
Ohingaiti	62	290 16 8	..	23 13 6	..	35 6 7	Stansell, William F.	D1	HM	195 0 0	..
							Stansell, Mary K. W.	D4	AF	95 0 0	..
Oroua Bridge ..	68	286 17 9	..	19 15 6	..	..	Lyall, Henry ..	D2	HM	195 0 0	..
							Gudgeon, May ..	..	AF	85 10 0	..
Pohangina	67	290 0 0	..	20 1 6	..	..	Murdoch, James M.	C2	HM	195 0 0	..
							Piercy, Florence M. S.	E3	AF	95 0 0	..
Sanson	62	285 5 0	..	22 12 6	..	..	Walters, Edward H.	D2	HM	195 0 0	..
							Bailey, Wenonah ..	..	AF	85 10 0	..
Utiku	86	285 5 0	..	33 13 2	..	8 14 5	Anderson, Bonifacius	D3	HM	195 0 0	..
							Barnard, Daisy ..	..	AF	85 10 0	..
Westmere	64	288 1 2	30 0 0	19 18 0	..	..	O'Reilly, John J. ..	D2	HM	195 0 0	30
							Jeffries, Veronica ..	..	AF	85 10 0	..
GRADE 8.											
Apiti	85	315 0 0	..	59 0 0	..	..	Matthews, James ..	D1	HM	215 0 0	..
							Buchanan, Hilda C.	D4	AF	100 0 0	..
Awahuri	82	315 0 0	..	38 5 6	..	..	Rogers, Edward H.	E1	HM	215 0 0	..
							Robertson, Annie G.	E3	AF	100 0 0	..
Longburn	78	315 0 0	..	50 16 6	..	..	Hankin, Fredk. S. M.	D1	HM	215 0 0	..
							Jamieson, Margaret	E3	AF	100 0 0	..
Okaiawa	73	330 0 0	..	59 9 7	..	..	Buchler, Arthur O.	D1	HM	225 0 0	..
							Hunger, Mary A. ..	D2	AF	105 0 0	..
Patea D.H.S. ..	121	353 15 0	..	99 2 11	..	..	O'Dea, Patrick ..	A1	HM	*225 0 0	..
							Lavery, Catherine ..	D3	AF	105 0 0	..
							Murtagh, Emma ..	..	FP1	45 0 0	..
							Martin, Frederick W.	C4	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

WANGANUI—*continued*.

1		Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1917.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 9.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Bull's	112	378 6 8	..	30 2 6	..	..	Gray, Joseph H. ..	D1	HM	225 0 0	..
							McEwen, A. H. A...	E3	AF	105 0 0	..
							McHardie, Cyril ..	..	MP2	50 0 0	..
Bunnythorpe ..	94	375 16 4	..	28 9 6	..	..	Espiner, George H.	D1	HM	225 0 0	..
							Lassen, Mary ..	C4	AF	105 0 0	..
							Garratt, Irene ..	..	FP1	45 0 0	..
Halcombe	94	390 0 0	8 2 8	64 1 8	..	..	Robson, John T. ..	D3	HM	225 0 0	..
							Thompson, Phœbe C.	E4	AF	105 0 0	..
							Robertson, Charles	..	MP4	60 0 0	..
Kaponga	102	380 0 0	..	38 2 9	..	1 1 9	Matheson, Peter ..	D2	HM	225 0 0	..
							Synnott, Mabel A...	Lic.	AF	105 0 0	..
							Graham, Elizab. J.	..	FP2	50 0 0	..
Kimbolton and side school	93	413 2 2	..	49 6 11	..	..	Astbury, Henry E.	D2	HM	225 0 0	..
							Watts, Ada L. ..	E2	AF	105 0 0	..
							Campion, Mary E.	..	AF	85 0 0	..
Manaia	98	390 0 0	..	65 19 8	..	..	Law, James K. ..	C1	HM	225 0 0	..
							Loudon, Mary ..	E2	AF	105 0 0	..
							MacClure, Bertha ..	..	FP4	60 0 0	..
Mangatoki	93	380 0 0	..	25 9 0	..	..	Nairn, James ..	C1	HM	225 0 0	..
							Thompson, Lydia C.	D4	AF	105 0 0	..
							Johnstone, Annie ..	..	FP2	50 0 0	..
Normanby	97	380 16 8	..	33 15 4	..	..	Clarkson, Richard P.	B1	HM	225 0 0	..
							Henn, Elvira I. ..	D4	AF	105 0 0	..
							Strack, George ..	..	MP3	45 0 0	..
Raetihi	93	355 0 0	..	31 18 11	..	..	Hird, William E. ..	D1	HM	225 0 0	..
							Riley, Eveline C. ..	C3	AF	105 0 0	..
							Scarrow, Florence ..	..	FP1	25 0 0	..
Turakina	78	380 16 8	..	79 9 0	..	..	Opie, Francis D. ..	C2	HM	225 0 0	..
							McDonnell, Bedelia M.	E2	AF	105 0 0	..
							Kelly, Lucy ..	..	FP3	55 0 0	..
GRADE 10.											
Hunterville ..	130	449 3 4	..	44 16 2	..	..	Ironmonger, Ed. L.	D1	HM	235 0 0	..
							Jenkinson, Margt. B.	E2	AF	110 0 0	..
							McBean, Ernest S.	..	MP2	50 0 0	..
							Edwards, Bernice ..	..	FP2	50 0 0	..
Mangaweka ..	156	441 7 11	..	33 3 9	..	..	Jackson, Percy G. ..	D1	HM	235 0 0	..
							Silby, Annie M. ..	E3	AF	110 0 0	..
							Manson, Alice ..	..	FP1	45 0 0	..
							McCormick, Daniel	..	MP2	50 0 0	..
Rongotea	122	450 0 0	..	34 10 1	..	..	Bowater, Chas. H. T.	D1	HM	235 0 0	..
							Henderson, Beat. M.	D3	AF	110 0 0	..
							Arthur, May ..	..	FP3	55 0 0	..
							Pitts, Gertrude ..	..	FP2	50 0 0	..
GRADE 11.											
Ashhurst	151	575 0 0	..	131 17 7	..	..	Andrew, William J.	B1	HM	250 0 0	..
							Kuhtze, Miriam H.	E2	AF	130 0 0	..
							Mowbray, Lucy O...	D3	AF	115 0 0	..
							Bauckham, Fanny	..	FP3	45 0 0	..
							Piercy, Hilda M. ..	..	FP2	35 0 0	..
Waverley	168	579 16 9	..	43 12 6	..	..	Banks, James ..	D1	HM	250 0 0	..
							Hastings, Elizab. M.	E3	AF	130 0 0	..
							Elmslie, Barbara ..	D4	AF	115 0 0	..
							Cleary, Ethel ..	..	FP3	45 0 0	..
							Howie, Robert ..	..	MP2	35 0 0	..
GRADE 12.											
Foxton	219	760 0 0	..	407 19 11	..	..	Adams, William ..	D1	HM	265 0 0	..
							Gordon, William M.	D3	AM	160 0 0	..
							Wanklyn, Grace ..	E2	AF	120 0 0	..
							Voysey, Alice ..	E4	AF	105 0 0	..
							Bainbridge, Stafford	..	MP4	60 0 0	..
							Baker, Edward S. ..	..	MP2	50 0 0	..
Feilding (Lytton Street)	215	747 10 0	35 0 0	53 3 6	..	52 12 3	Stewart, Harry C. ..	D1	HM	265 0 0	35
							McLean, Charles J.	E3	AM	205 0 0	..
							Stace, Olive M. ..	E2	AF	120 0 0	..
							Walton, Margaret C.	D2	AF	105 0 0	..
							Carthew, Evelyn ..	..	FP4	55 0 0	..
Taihape	226	731 17 9	..	54 11 9	..	249 0 4	Thurston, James F.	D1	HM	265 0 0	..
							Thompson, Alfred W.	D3	AM	160 0 0	..
							Wilson, Violet M...	D3	AF	120 0 0	..
							Honeyfield, Violet ..	..	AF	94 10 0	..
							Carmody, Margaret	..	FP3	45 0 0	..
							Neilson, Florence ..	..	FP3	55 0 0	..

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 7—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Wanganui (St. John's)	194	572 16 6	35 0 0	12 14 4	8 19 0	..	O'Brien, Lucy M. ..	E1	HF	180 0 0	35
							Blennerhassett, Em.	E2	AF	130 0 0	..
							Gage, Bessie ..	D4	AF	130 0 0	..
							McGonagle, Minnie	..	AF	85 0 0	..
							Kiernan Lily ..	..	FP1	25 0 0	..
Marton D.H.S. ..	227	745 0 0	..	232 11 11	..	..	Mossman, Edwin ..	C1	HM	*265 0 0	..
							Train, Arthur D. N.	E3	AM	160 0 0	..
							McDonald, Alison ..	E1	AF	120 0 0	..
							Gordon, Jane Y. ..	D3	AF	105 0 0	..
							Palmer, Catherine D.	..	FP2	50 0 0	..
							Woodman, Alice ..	..	FP1	45 0 0	..
							Wilkes, Fredk. J. ..	B3	Sec.	..	..
Grade 13.											
Eltham D.H.S. ..	265	892 18 4	..	120 12 0	30 17 0	622 16 0	Thomas, Taliesin ..	D1	HM	*290 0 0	..
							Hintz, Alfred A. S.	D3	AM	190 0 0	..
							Fitness, Eva N. ..	D2	AF	130 0 0	..
							Elmslie, Bessie G. ..	D3	AF	125 0 0	..
							Walsh, Mary ..	..	FP4	60 0 0	..
							Wells, John ..	..	MP2	50 0 0	..
							Tolme, Mary ..	..	FP1	45 0 0	..
							Lynch, Eva M. B. ..	..	Sec.	..	..
Grade 14.											
Aramoho and Sedgebrook side school	284	1,032 19 8	..	65 1 10	8 13 . 1	300 10 0	Lock, Charles H. W.	E1	HM	290 0 0	..
							Marshall, James E.	D3	AM	190 0 0	..
							Barkley, Ethel I. M. M.	E2	AF	130 0 0	..
							McNab, Annie E. ..	E3	AF	125 0 0	..
							Lock, Gertrude J. ..	E3	AF	100 0 0	..
							McCulloch, Margaret	Lic.	AF	90 0 0	..
							Goldsbury, Eulalie	..	FP4	60 0 0	..
							Tyerman, Madge ..	..	FP3	55 0 0	..
Palmerston North, (Terrace End)	309	978 6 8	40 0 0	96 17 0	..	..	Fairbrother, Thos. F.	D1	HM	290 0 0	40
							Powell, Albert H. ..	D1	AM	190 0 0	..
							Scott, Mary ..	D2	AF	130 0 0	..
							O'Donnell, Mary E.	E3	AF	125 0 0	..
							Grant, Mary A. ..	D3	AF	100 0 0	..
							Brown, Alice M. ..	..	FP2	50 0 0	..
							Wilson, Kathleen ..	..	FP1	45 0 0	..
							Berry, Laxton ..	..	MP1	45 0 0	..
Grade 15.											
Palmerston North, (College Street)	351	1,117 10 0	40 0 0	74 15 2	..	..	Low, David W. ..	C1	HM	300 0 0	40
							Lyon, William A. ..	D3	AM	205 0 0	..
							Haydon, Thomas B.	D4	AM	135 0 0	..
							Barry, Catherine E.	E1	AF	135 0 0	..
							Govan, Frances ..	E3	AF	110 0 0	..
							Yortt, Hilda M. ..	E3	AF	90 0 0	..
							Lynch, Mary ..	..	FP3	45 0 0	..
							Kerslake, Ida ..	..	FP3	45 0 0	..
							Hogan, Gertrude ..	..	FP2	50 0 0	..
Feilding D.H.S. ..	339	1,034 3 7	..	73 0 1	..	..	Hill, John D. C. ..	C1	HM	*300 0 0	..
							McLean, William H.	D2	AM	205 0 0	..
							Carson, Annie M. ..	D2	AF	135 0 0	..
							Watts, Gertrude E.	E2	AF	135 0 0	..
							Coombe, Jessie W. ..	E3	AF	110 0 0	..
							Finlayson, Cath. H.	C4	AF	90 0 0	..
							Duncan, Emily ..	..	FP1	45 0 0	..
							Amos, Wm. H. N. ..	C2	Sec.	..	..
							Wyatt, Gladys M. ..	C5	Sec.	..	..
Grade 16.											
Wanganui D.H.S. ..	387	1,180 6 8	40 0 0	221 4 11	2 10 0	..	Aitken, James ..	B1	HM	*310 0 0	40
							Furrie, Leonard J.	D2	AM	215 0 0	..
							Gordon, Maria M. ..	D2	AF	145 0 0	..
							McNeill, Eliz. A. ..	E1	AF	140 0 0	..
							Miller, Margaret ..	D1	AF	115 0 0	..
							Jannings, Fredk. C.	D3	AM	150 0 0	..
							Coomber, Olive M. ..	..	FP4	60 0 0	..
							Henderson, Doug. D.	..	MP3	45 0 0	..
							Rutherford, John R.	A1	Sec.	..	..
							Blair, Jeanie G. ..	B2	Sec.	..	..
Grade 17.											
Hawera D.H.S. ..	428	1,248 2 0	..	85 3 1	..	..	Strack, Conrad A. ..	D1	HM	*320 0 0	..
							Nairn, John R. ..	D2	AM	225 0 0	..
							Aris, Elizabeth G. ..	D2	AF	155 0 0	..
							Bates, Frederick A.	C3	AM	145 0 0	..
							Black, Elsie V. ..	D3	AF	125 0 0	..
							Palmer, Arthur ..	..	AM	99 0 0	..
							Spratt, Harry L. ..	..	MP3	45 0 0	..
							Phillips, Annie ..	..	FP3	55 0 0	..
							Dowling, Nina ..	..	FP2	35 0 0	..
							Bates, Cyril Palmer	..	MP3	45 0 0	..
							Niven, James ..	A2	Sec.	..	..
							Poynter, Zoe E. ..	B3	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

WANGANUI—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 19.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Palmerston North (Campbell Street)	531	1,607 4 1	50 0 0	123 1 2	..	..	Watson, Francis E.	D1	HM	340 0 0	50
							Warden, Charles H.	D1	AM	235 0 0	..
							Hanna, Sarah F. ..	E1	AF	170 0 0	..
							Gabites, Herbert F.	D3	AM	155 0 0	..
							Mellish, Marion ..	E1	AF	145 0 0	..
							Reed, Amelia D. ..	E2	AF	150 0 0	..
							McDonogh, Aimée M.	E2	AF	120 0 0	..
							Bradley, Julia Mary	D4	AF	85 0 0	..
							Lancaster, Thos. L.	..	MP4	55 0 0	..
							Jamieson, Laura ..	..	FP4	55 0 0	..
							Gascoigne, Laurel..	..	FP2	50 0 0	..
							Bowler, Dan ..	..	MP1	45 0 0	..
GRADE 20.											
Wanganui (Queen's Park and Gonville side)	614	1,827 18 6	50 0 0	6 0 8	13 0 0	11 10 3	Payne, Henry M. ..	C1	HM	360 0 0	50
							Richardson, Hnry .H.	C1	AM	240 0 0	..
							McDonald, Isabella	E1	AF	180 0 0	..
							Alexander, Mary D.	D3	AF	170 0 0	..
							Thomson, Ellen ..	E1	AF	155 0 0	..
							Marshall, George H.	C3	AM	175 0 0	..
							Siddells, Amy I. ..	D3	AF	115 0 0	..
							Ross, Jane W. M. ..	C3	AF	105 0 0	..
							Ferguson, Mary I ..	D3	AF	90 0 0	..
							McLaughlin, Alice	..	AF	85 0 0	..
							Aris, May ..	..	FP1	45 0 0	..
							Pinches, Rhoda ..	..	FP1	25 0 0	..
							Kydd, Maud ..	..	FP1	25 0 0	..
							Russell, John W. ..	..	MP2	50 0 0	..
Expenditure in schools not open in December, 1907—											
Orautoha ..	..	..	..	..	..	226 1 5	..	..	..	..	..
Expenditure not classified—											
School requisites ..	..	..	..	472 1 0	..	..	..	..	..	..	..
Expense of sites ..	..	..	..	10 6 0	..	..	..	..	..	..	..
Fire insurance ..	..	..	..	41 2 4	..	..	..	..	..	..	..
Repairs	..	..	..	2 11 8	..	..	..	..	..	..	..
Totals ..	..	45,668 0 6	1,427 0 7	5,523 7 5	112 9 1	2,918 5 0	..	..	..	45,633 4 0	1,380

WELLINGTON.

1	2	3	4	5	6	7	8	9	10	11	12
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Admiral Run(1) ..	..	8 0 0	..	..	..	..	..	..	..	..	..
Akatarawa	13	79 10 0	10 0 0	10 13 4	..	..	Kelly, Nora E. ..	..	F	78 0 0	10
Akitio	12	73 10 0	10 0 0	11 4 0	..	..	Grant, John M. ..	..	M	72 0 0	10
Dyer	17	80 16 8	7 10 0	6 9 0	..	17 5 11	Feist, Lois M. ..	E1	F	110 0 0	10
Hinemoa	7	54 0 0	10 0 0	8 6 9	..	..	Paterson, Eleanor..	..	F	54 0 0	10
Homeburn(1) ..	..	9 12 3	..	..	..	..	..	..	..	..	..
Horokiwi	11	99 11 8	10 0 0	8 11 3	..	..	Caiyou, Charles ..	..	M	85 0 0	10
Huia Road	7	49 10 0	..	10 14 2	..	..	Abbott, Richard ..	Lic.	M	48 0 0	..
Kaikuri	4	7 0 0	..	..	..	..	Gilliatt, Nancy ..	..	F	24 0 0	..
Kohiku	4	24 0 0	..	..	..	..	Hamilton, Irene E.	..	F	24 0 0	..
Korokoro South ..	10	110 0 0	10 0 0	31 19 0	..	..	Gower, Nanette, Mrs.	Lic.	F	110 0 0	10
Korora	16	97 3 4	..	12 17 9	..	61 1 2	Lock, Matilda, Mrs.	E4	F	90 0 0	..
Limehills	5	23 10 0	..	0 3 0	..	..	Mountfort, Jessie ..	..	F	30 0 0	..
Longbush	23	115 3 4	10 0 0	9 10 1	..	31 2 2	O'Sullivan, Cath. S.	Lic.	F	110 0 0	10
Mangahao	16	110 0 0	10 0 0	11 14 0	..	..	Mackay, Kate M. ..	E2	F	110 0 0	10
Mangaone	10	57 0 0	..	8 6 9	..	..	Pawson, Clara ..	..	F	54 0 0	..
Mangaoronga ..	5	54 0 0	10 0 0	10 5 5	..	..	Milne, Robertina M. McF.	Lic.	F	54 0 0	10
Mangapakeha ..	11	67 10 0	10 0 0	50 16 0	..	..	McNamara, Pat. J.	..	M	72 0 0	10
Ngapopotu	10	59 15 9	9 1 2	8 8 3	..	..	Sutton, Edith M. ..	..	F	66 0 0	10
Pakaraka	2	2 0 0	..	..	..	..	Robinson, Jessie ..	..	F	12 0 0	..
Pakowai(1)	..	15 10 0	..	..	..	..	..	..	..	..	..
Piriinoa	16	84 19 2	..	9 2 10	..	..	Murphy, Arthur ..	..	M	99 0 0	..
Pukehinau	16	88 10 0	10 0 0	9 18 0	..	..	Fieldhouse, Joseph H.	..	M	85 0 0	10
Rangi Tamaiti ..	7	44 0 0	..	0 6 0	..	..	Williams, Annie ..	..	F	48 0 0	..
Saunders' Road ..	14	82 10 0	10 0 0	8 9 9	..	..	Ainsworth, Lil. A. J.	E4	F	78 0 0	10
Takapau	12	78 0 0	10 0 0	8 9 9	15 12 0	..	McLaughlin, Jane..	Lic.	F	78 0 0	10
Te Whiti	5	60 0 0	10 0 0	8 7 6	..	..	Turner, Ethel ..	..	F	60 0 0	10
Toro	5	48 0 0	..	0 6 0	..	..	Morriss, Christina..	Lic.	F	48 0 0	..
Waimanu	2	14 0 0	..	..	..	..	Christie, Laura ..	..	F	12 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waingawa	9	65 17 3	..	8 8 3	..	..	Harvey, John ..	..	M	66 0 0	..
Waiohine	10	78 0 0	10 0 0	10 2 9	19 10 0	..	Leighton, Mary J., Mrs.	E3	F	78 0 0	10
Wangaehu	12	72 0 0	10 0 0	8 9 0	..	..	Lock, Frances L. ..	..	F	72 0 0	10
Waterfalls	9	69 0 0	10 0 0	8 8 3	..	..	Johnson, M. ..	..	F	66 0 0	10
Whareama	14	75 0 0	10 0 0	27 11 4	..	..	Chapman, Blanche	..	F	84 0 0	10
Whiteman's Valley ..	19	100 10 0	..	13 9 0	..	..	Irwin, Hannah E...	Lic.	F	110 0 0	..
GRADE 1.											
Alfredton	20	113 1 11	10 0 0	181 16 3	1 12 0	..	Kirby, Irene ..	D5	F	110 0 0	10
Coonoor	18	98 11 8	..	48 19 8	..	..	Aston, Aubrey E. ..	..	M	99 0 0	..
Judgeford	18	108 3 4	10 0 0	8 15 0	..	..	Hurren, Mary P. ..	D3	F	110 0 0	10
Kaitoke	17	110 0 0	10 0 0	11 7 9	..	..	Gayne, Violet E. ..	D3	F	110 0 0	10
Maku	14	100 16 8	10 0 0	8 12 9	..	..	Bradford, Laura M.	..	F	99 0 0	10
Mangamahoe ..	20	130 0 0	10 0 0	25 15 0	..	..	Campbell, Kathleen	D2	F	130 0 0	10
Marima	22	110 0 0	10 0 0	11 2 3	10 12 0	..	Haggett, Gladys E. E.	D3	F	110 0 0	10
Matahiwi	21	114 10 0	10 0 0	8 15 9	..	..	Mothes, Frederick..	..	M	99 0 0	10
Ngaturi	17	99 0 0	10 16 8	9 6 10	..	..	Wallis, William A.	..	M	99 0 0	10
Pahautanui ..	23	110 0 0	..	16 1 0	..	..	Lea, Sarah Ellen B.	E5	F	110 0 0	..
Plimmerton ..	22	110 0 0	10 0 0	8 14 3	13 0 0	..	Mousley, Edward C.	D3	M	110 0 0	10
Ponatahi	17	108 12 6	..	8 12 0	..	..	Merlet, Isabella A.	E2	F	110 0 0	..
Stokes Valley ..	14	110 0 0	10 0 0	10 3 0	..	..	Prenderville, Phœbe M.	D3	F	110 0 0	10
Tane	10	110 0 0	10 0 0	38 5 6	..	..	Johnson, Edith M.	D3	F	110 0 0	10
Taratahi West ..	17	107 5 0	10 0 0	8 14 3	..	..	Pritchard, Florence	D1	F	110 0 0	10
Tauherenikau ..	18	110 0 0	..	27 14 11	..	..	Barak, Mary C., Mrs.	E2	F	110 0 0	..
Tawa Flat	25	110 0 0	..	95 7 3	..	..	Coneys, Jessie T. ..	E2	F	110 0 0	..
Wallaceville ..	17	130 0 0	..	8 15 0	..	..	Duncan, Annie ..	D2	F	130 0 0	..
Whakataki ..	16	130 0 0	..	18 15 3	..	..	Williams, Mary A...	E2	F	130 0 0	..
Wharau	12	99 0 0	10 0 0	9 19 0	..	..	Bowie, William S.	..	M	99 0 0	10
GRADE 2.											
Bideford	23	130 0 0	..	12 6 9	..	..	Bennett, William D.	D3	M	130 0 0	..
Dreyer's Rock ..	14	130 0 0	20 0 0	8 16 6	..	..	Turner, Alfred A. ..	D1	M	130 0 0	20
Featherston South ..	22	144 0 0	20 0 0	20 18 0	..	..	Oswin, Mabel E., B.A.	B3	F	144 0 0	20
Horoeka	22	130 0 0	20 0 0	11 2 6	..	..	Blake, Bertie N. T.	D3	M	130 0 0	20
Kahautara	24	130 0 0	20 0 0	29 5 9	..	..	Fellingham, Marj U	E2	F	130 0 0	20
Kaituna	21	130 0 0	20 0 0	20 8 0	..	..	Kelleher, Caroline H.	D2	F	130 0 0	20
Kakariki	17	131 1 8	21 13 4	22 6 11	..	..	Manson, Nedby N.	..	M	117 0 0	20
Kohinui	25	130 0 0	..	33 7 3	..	..	Mead, Hilda ..	E4	F	130 0 0	..
Makairo	17	130 0 0	20 0 0	8 15 9	20 16 0	..	Warwick, Robert S.	Lic.	M	130 0 0	20
Mangarama ..	19	130 0 0	20 0 0	8 17 3	..	..	McAdam, Charles C.	C5	M	130 0 0	20
Mangatiti	17	124 11 8	20 0 0	8 15 9	..	..	Flyger, Juanita E.	D4	F	130 0 0	20
Matarawa	23	130 0 0	..	13 19 0	..	..	Usher, Martha J. ..	E1	F	130 0 0	..
Opaki	23	144 0 0	..	12 0 6	..	..	Marryatt, Floren. M.	D1	F	144 0 0	..
Te Nui	22	144 0 0	..	20 19 9	..	..	Sutton, Henry ..	D2	M	144 0 0	..
GRADE 3.											
Cross's Creek ..	30	144 0 0	..	10 19 6	..	..	Kirby, James H. ..	E1	M	144 0 0	..
Ihuraua	28	147 19 0	20 0 0	10 17 4	..	80 0 0	Allen, Grace M. ..	D4	F	144 0 0	20
Kaiparoro	33	144 0 0	20 0 0	14 3 3	..	..	Easson, Edith ..	D1	F	144 0 0	20
Kaitawa	30	160 0 0	..	29 16 7	..	..	Bland, Eliza J., Mrs.	D2	F	160 0 0	..
Kaiwaiwai	31	160 0 0	..	31 9 7	..	..	King, Edmund A. ..	E2	M	160 0 0	..
Makara	26	160 0 0	..	12 11 9	..	14 6 5	Smith, John A. ..	D1	M	160 0 0	..
Mauriceville ..	24	144 0 0	20 0 0	10 17 9	..	..	Dempsey, Kate ..	E2	F	144 0 0	20
Mikimiki	29	144 0 0	20 0 0	28 18 5	..	..	Kean, Annie W. ..	D1	F	144 0 0	20
Mungaroa	23	144 0 0	..	16 12 3	..	..	Evans, Eliza H., Mrs.	E1	F	144 0 0	..
Nikau	19	144 0 0	20 0 0	24 1 6	..	..	Baker-Gabb, Mary, Mrs., B.A.	B1	F	144 0 0	20
Paekakariki ..	31	160 0 0	..	11 17 3	..	..	Cooper, Henry T. ..	D1	M	160 0 0	..
Rakaunui	27	144 0 0	20 0 0	37 8 6	..	..	Jenks, Francis L. ..	C4	M	144 0 0	20
Taueru	28	165 0 0	..	11 3 3	..	..	Mason, Francis ..	C1	M	165 0 0	..
Waihakeke	33	144 0 0	..	11 0 3	..	..	Wedde, Albert A. ..	D2	M	144 0 0	..
GRADE 4.											
Korokoro	38	160 0 0	20 0 0	18 2 0	..	..	Johnston, Trisitana E. N.	D1	F	160 0 0	20
Makuri	31	160 0 0	..	36 12 7	..	2 0 0	Wilson, Mary H. ..	D1	F	160 0 0	..
Mangamaire ..	29	186 5 0	20 0 0	11 9 3	..	..	Scott, William W.	E2	M	165 0 0	20
Paraparaumu ..	42	160 0 0	..	15 16 1	..	..	Vaughan, Fredk. T	D2	M	160 0 0	..
Rangitumau ..	33	160 0 0	..	50 17 0	..	368 0 0	Dallaston, Chas. W.	D2	M	160 0 0	..
Reikorangi ..	41	160 0 0	20 0 0	65 19 6	..	..	Banks, Annie L. ..	D2	F	160 0 0	20
Rongokokako ..	34	160 0 0	8 6 8	21 3 0	..	303 11 0	Bradstock, Leonard B.	Lic	M	160 0 0	..
Rongomai	29	160 0 0	20 0 0	11 4 9	..	..	McLauchlan, Mary	E1	F	160 0 0	20
Wainuiomata ..	34	160 0 0	..	265 14 6	..	..	Letham, Sara ..	E1	F	160 0 0	..
Waione	30	149 6 8	..	57 6 9	..	..	Campbell, Egbert Y.	..	M	144 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 5.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Belvedere	38	250 0 0	..	12 14 6	..	..	McFarlane, Henry	E1	HM	165 0 0	..
							Brennan, Josephine	D4	AF	85 0 0	..
Gladstone	47	242 18 4	..	65 12 3	..	..	Piggford, Mary H.	E1	HF	165 0 0	..
							McFarlane, Olive	..	AF	85 0 0	..
Hastwell	43	265 0 0	20 0 0	54 6 1	..	..	McKenzie, Christina	D1	HF	180 0 0	20
							Kilmartin, Mary K.	..	AF	85 0 0	..
Hukanui	49	270 0 0	20 0 0	36 5 3	..	..	Anderson, Wigo	E1	HM	180 0 0	20
							Bradbury, Annie E.	E3	AF	90 0 0	..
Kaitara	36	250 0 0	..	12 16 9	..	..	Dowdeswell, Ade. A.	D1	HF	165 0 0	..
							Bell, Ruth A.	..	AF	85 0 0	..
Kereru	51	250 0 0	..	43 7 5	..	..	Clark, William H.	D1	HM	165 0 0	..
							Greenwood, Ethel	D5	AF	85 0 0	..
Kopuaranga	39	250 0 0	..	25 9 6	..	..	Nightingale, Henry J.	C1	HM	165 0 0	..
							Smith, Sarah M.	..	AF	85 0 0	..
Mauriceville West	43	250 0 0	..	13 12 3	..	..	Combs, Frank I. L	D2	HM	165 0 0	..
							Gray, Catherine	D2	AF	85 0 0	..
Muritai	53	250 0 0	20 0 0	30 4 1	..	..	Sanson, Herbert	D1	HM	165 0 0	20
							Feist, Hannah E.	D4	AF	85 0 0	..
Ohariu	44	250 0 0	..	25 16 9	..	..	Bringans, John	D2	HM	165 0 0	..
							Higgins, Florence J.	Lic.	AF	85 0 0	..
Parkvale	49	270 0 0	..	35 19 6	..	..	Davidson James	D1	HM	180 0 0	..
							Smith, Louise	D4	AF	90 0 0	..
Te Oreore	45	265 0 0	20 0 0	13 18 4	..	..	Jones, George A.	D1	HM	180 0 0	20
							Blomquist, Henrietta	..	AF	85 0 0	..
GRADE 6.											
Konini	53	269 3 4	..	36 2 8	..	23 4 10	Britland, Walter	D1	HM	180 0 0	..
							Warren, Minnow F. I.	E2	AF	90 0 0	..
Makomako	54	270 0 0	30 0 0	26 5 3	..	..	Philip, William H.	D1	HM	180 0 0	30
							McBeth, Margaret	Lic.	AF	90 0 0	..
Newman	51	270 0 0	30 0 0	24 4 11	..	..	Anderson, Andrew	D1	HM	180 0 0	30
							Haslem Emma J.	D5	AF	90 0 0	..
Pongaroa	54	270 0 0	30 0 0	78 13 6	..	..	Gould, William H.	C1	HM	180 0 0	30
							Jacobsen, Alice G.	Lic.	AF	90 0 0	..
Taita	45	270 0 0	30 0 0	18 14 3	7 10 0	..	Plunket-Cole, Wm.	D1	HM	180 0 0	30
							Sullivan Maggie	D4	AF	90 0 0	..
Te Horo	52	265 0 0	17 10 0	20 15 11	..	400 0 0	Kirk, George W.	D1	HM	180 0 0	..
							Pattle, Kate	..	AF	90 0 0	..
Waikanae	52	270 0 0	30 0 0	27 18 11	..	..	Duncan, Stuart	D2	HM	180 0 0	30
							Bird, Myra	D4	AF	90 0 0	..
Northland	81	270 0 0	30 0 0	35 19 6	..	..	Polson, Donald M.	D1	HM	180 0 0	30
							Benzoni, Frances E. S.	D3	AF	90 0 0	..
GRADE 7.											
Ballance	63	290 0 0	30 0 0	20 9 0	0 10 0	..	Williamson, Jno., B.A.	B1	HM	195 0 0	30
							Tuely, Catherine B.	D3	AF	95 0 0	..
Dalefield	62	288 8 4	..	35 2 11	..	..	Beechey, James M.	D1	HM	195 0 0	..
							Starkey, Dorothy	..	AF	85 10 0	..
Fernridge	70	315 0 0	..	19 8 9	..	..	Foss, Reginald J.	D1	HM	215 0 0	..
							Robinson, Lillie J. F.	E4	AF	100 0 0	..
Hamua	63	290 0 0	30 0 0	34 4 4	..	..	Kay, John	D1	HM	195 0 0	30
							Nixon, Violet M.	Lic.	AF	95 0 0	..
Nireaha	67	290 0 0	..	19 4 6	..	..	Hutchens, Em. E. R.	E1	HF	195 0 0	..
							Smith, Margaret	Lic.	AF	95 0 0	..
Porirua	67	290 0 0	..	21 8 4	..	..	Pilkington, John J.	C1	HM	195 0 0	..
							Whitcombe, Min. A.	D2	AF	95 0 0	..
Scarborough	59	315 0 0	..	47 18 0	..	..	Malcolm, John H.	D1	HM	215 0 0	..
							Cooper Ethel R.	D2	AF	100 0 0	..
Tokomaru	61	290 0 0	30 0 0	16 6 6	..	1 0 0	Gregory, Fredk. W.	D2	HM	195 0 0	30
							McKeown, Emily M.	D2	AF	95 0 0	..
GRADE 8.											
Khandallah	87	315 0 0	30 0 0	23 16 8	..	..	Jenkins, David H.	D2	HM	215 0 0	30
							Mackay, Elspeth M.	E3	AF	100 0 0	..
GRADE 9.											
Clareville	91	385 0 0	..	81 10 3	..	..	Drummond, Robert	D1	HM	225 0 0	..
							Moncrieff Janet	E2	AF	105 0 0	..
							White, Minnie J.	..	FP3	55 0 0	..
Eketahuna	101	385 0 0	..	143 4 3	..	260 0 0	Dempsey, Walter N.	D1	HM	225 0 0	..
							Toohill, Maria H.	Lic.	AF	105 0 0	..
							Hill, Constance	..	FP3	55 0 0	..
Epuni	96	387 18 4	30 0 0	26 14 9	..	..	Williamson, Alex. W.	B1	HM	225 0 0	30
							Meager, Ellen A.	D2	AF	105 0 0	..
							Priest Esther	..	FP3	55 0 0	..
Featherston	109	365 0 0	..	123 19 7	..	..	Everton, Fredk. C.	C1	HM	225 0 0	..
							Stanton, Cath. M.	D2	AF	105 0 0	..
							Aitchison, Evelyn R.	..	FP2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

WELLINGTON—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 9 - *continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s d.				£ s. d.	£
Kaiwarra and side school	92	420 0 0	30 0 0	51 3 9	16 0 0	..	Pope, Robert J. ..	D1	HM	225 0 0	30
							Cook, Amelia A. ..	E2	AF	105 0 0	..
							Strong, Florence M.	Lic.	AF	90 0 0	..
Manakau	96	375 0 0	..	23 18 11	9 10 0	400 0 0	McBain, Alexander	D1	HM	225 0 0	..
							Fellingham, Rebecca	E2	AF	105 0 0	..
							Lee, Mary E. ..	..	FP1	45 0 0	..
Martinborough ..	135	395 8 0	..	44 6 8	1 0 0	..	Lee, Clement W. ..	E1	HM	225 0 0	..
							Cran, Elizabeth B.	E2	AF	105 0 0	..
							Brown, Alexandra M.	..	AF	85 0 0	..
Onau and side school	112	415 0 0	30 0 0	598 11 2	30 0 0	..	Feist, Adolph M. ..	D1	HM	225 0 0	30
							Tew, Winifred E. H.	D2	AF	105 0 0	..
							Atkinson, Mary ..	..	AF	85 0 0	..
Wadestown ..	104	330 0 0	80 0 0	33 15 1	..	..	Joplin, Charles R...	D1	HM	225 0 0	30
							Williams, Enid ..	D2	AF	105 0 0	..
							Cooper, Mary E. ..	..	FP4	60 0 0	..
Worser Bay ..	131	417 10 0	30 0 0	45 11 11	18 15 0	2 0 0	Rountree, Wm. W.	D1	HM	225 0 0	30
							Flux, Gladys M. ..	D3	AF	105 0 0	..
							Holdaway, Kenneth	..	MP2	50 0 0	..
							Speedy, Margaret ..	..	FP2	50 0 0	..
GRADE 10.											
Island Bay	162	521 5 0	30 0 0	139 17 8	..	..	Stuckey, Fredk. G. A.	B1	HM	235 0 0	30
							Finlayson, Janet A.	D2	AF	110 0 0	..
							McCaul, Enid ..	E2	AF	115 0 0	..
							Stace, Iva M. ..	..	FP5	55 0 0	..
							Brown, William W.	..	MP2	35 0 0	..
Mitchelltown ..	140	480 8 4	30 0 0	65 19 6	..	..	Darroch, Robert ..	D1	HM	235 0 0	30
							Woodward, Elizabeth	D2	AF	110 0 0	..
							Clark, Rose ..	..	FP5	60 0 0	..
							Hall, Lily E. ..	..	FP1	25 0 0	..
Shannon	123	426 0 0	..	43 5 4	..	..	Voysey, William ..	D1	HM	235 0 0	..
							Silvester, Eveline ..	..	AF	99 0 0	..
							Compton, Kate H.	D4	AF	90 0 0	..
GRADE 11.											
Karori and side school	169	631 19 2	..	44 7 9	..	..	Bennett, Francis ..	D1	HM	250 0 0	..
							Monaghan, Harold	..	AM	117 0 0	..
							Edwards, Dorothy L.	D4	AF	115 0 0	..
							Bairstow, Jane ..	D5	AF	90 0 0	..
							Clemance, Herbert J.	..	MP5	60 0 0	..
Mangatainoka ..	153	565 11 1	..	33 8 3	..	..	Chatwin, George W.	C1	HM	250 0 0	..
							Brockett, Arthur E.	..	AM	117 0 0	..
							Sicely, Mabel H. ..	E2	AF	115 0 0	..
							Cade, Katherine ..	..	AF	85 0 0	..
Otaki	183	589 3 4	..	35 7 9	..	..	Smith, William B.	D1	HM	250 0 0	..
							Bannister, Matilda	E2	AF	130 0 0	..
							Jacob, Margaret H.	E2	AF	115 0 0	..
							Simmons, Olive ..	..	AF	85 0 0	..
Roseneath	158	581 5 0	35 0 0	72 18 6	18 6 8	..	Bary, Charles ..	D1	HM	250 0 0	35
							Davidson, Jessie L.	D2	AF	130 0 0	..
							Bird, Florence R. ..	E2	AF	115 0 0	..
							Taylor, Cuthbert H.	..	AM	85 0 0	..
Upper Hutt and side school	163	635 8 4	..	64 0 5	27 6 10	1 0 0	Connell, Fredk. W.	D1	HM	250 0 0	..
							Cooper, Emily R. ..	D2	AF	130 0 0	..
							Paul, Ellen ..	E2	AF	115 0 0	..
							Brown, Winifred ..	..	AF	85 0 0	..
							Haldane, Janet ..	..	FP3	55 0 0	..
GRADE 12.											
Greytown D.H.S. and side school	232	785 0 0	..	113 5 4	..	..	Charters, Alex. B...	B1	HM	*265 0 0	..
							Mickle, Paul A. D.	D3	AM	160 0 0	..
							Davis, Amy G ..	E1	AF	120 0 0	..
							Butler, Phœbe ..	D4	AF	105 0 0	..
							Freeman, Annie E.	Lic.	AF	90 0 0	..
							Bright, Kathleen ..	..	FP3	45 0 0	..
							Cromie, George, M.A.	B2	Sec.	..	..
Johnsonville and side school	201	760 0 0	35 0 0	74 1 6	11 10 0	..	Bethune, Finlay H.	D1	HM	265 0 0	35
							Eagar, Edward F. ..	E4	AM	160 0 0	..
							Evans, Ada H. ..	E2	AF	120 0 0	..
							Gaudin, Emma C. ..	D3	AF	105 0 0	..
							Baker, Sybil E. ..	D3	AF	90 0 0	..
							Wood, Horace ..	..	MP2	50 0 0	..
Kilbirnie	253	749 11 8	..	93 5 4	..	..	Worboys, Joseph H.	D1	HM	265 0 0	..
							Robertson, David ..	C1	AM	160 0 0	..
							Marchbanks, Davina Venables	D1	AF	120 0 0	..
							Gibbes, Hinemarama	E3	AF	105 0 0	..
							Mallabar, Sophia ..	..	FP1	60 0 0	..
							Longhurst, Gertrude E. F. A.	..	FP2	35 0 0	..

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WELLINGTON—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 13.											
Carterton D.H.S. ..	270	791 5 0	..	127 12 9	..	..	Burns, And. N., B.A.	B1	HM	*275 0 0	..
							Higgins, Vivian ..	D2	AM	175 0 0	..
							Broadbent, Mary A.	E1	AF	125 0 0	..
							Braithwaite, Lil. B.	E2	AF	115 0 0	..
							Roydhouse, Arth. P.	..	MP3	45 0 0	..
							Skelley, Harriett M.	..	FP4	55 0 0	..
							Talbot, Arthur E., M.A.	D2	Sec.	..	..
							Scott, Florence, B.A.	..	Sec.	..	..
Pahiatua D.H.S. ..	247	835 6 8	..	67 9 8	30 0 0	2 4 5	Thomas Joseph ..	C1	HM	*290 0 0	..
							Webb, James S. ..	D1	AM	190 0 0	..
							Marten, Margaret L.	..	AF	103 10 0	..
							Stormont, Florence	E2	AF	125 0 0	..
							Burgess, Emily M.	..	FP3	45 0 0	..
							Bland, Elsie ..	..	FP4	60 0 0	..
							Wedde, Eliz. F., B.A.	B3	Sec.	..	..
							Avery, Rose E., B.A.	B3	Sec.	..	..
GRADE 15.											
Brooklyn	411	1,162 10 0	40 0 0	226 17 0	..	200 0 0	Hopkirk, John B. ..	D1	HM	300 0 0	40
							Look, Edward J. ..	D1	AM	205 0 0	..
							Fitchett, Jessie H.	D1	AF	135 0 0	..
							Thompson, Annie L.	D3	AF	135 0 0	..
							Proctor, Francis J.	E3	AM	110 0 0	..
							Holm, Eva M. ..	Lic.	AF	90 0 0	..
							Carter Lena P S.	D4	AF	90 0 0	..
							Steedman Mary M.J.	Lic.	FP2	50 0 0	..
							Rose, Florence ..	..	FP5	55 0 0	..
Hutt D.H.S. ..	400	1,104 1 8	30 0 0	100 16 2	48 10 0	1125 0 0	Yeats, Duncan M...	D1	HM	*300 0 0	40
							Ballachey, Ernest H.	B2	AM	205 0 0	..
							Stuart-Forbes, Em.	E1	AF	135 0 0	..
							Meager, Clara ..	E2	AF	135 0 0	..
							Rodgers, John ..	..	AM	99 0 0	..
							Macey, Nellie M. S.	E3	AF	90 0 0	..
							Kibblewhite, Bruce M.	..	MP3	55 0 0	..
							Caverhill, Kath. I.	..	MP2	85 0 0	..
							Thomson, Florence	..	FP3	45 0 0	..
							Lyne, Christo., B.A.	..	Sec.	..	..
							Livingstone, Fanny R., B.A.	..	Sec.	..	..
Levin D.H.S. ..	360	1,059 15 10	..	144 4 0	..	1 0 0	McIntyre, James ..	D1	HM	*300 0 0	..
							Burns, John C. ..	C2	AM	205 0 0	..
							Scott, Elizabeth A.	E1	AF	135 0 0	..
							Jennings, Edward I.	E2	AM	135 0 0	..
							McKibnon Jessie H.	D3	AF	110 0 0	..
							Graves, Clara ..	D4	AF	90 0 0	..
							Hurley, Margaret ..	..	FP5	60 0 0	..
							Stansell, Florence E.	..	FP2	50 0 0	..
							Arcus, Elizabeth ..	..	FP3	45 0 0	..
							Harding, Albert J.	C3	Sec.	..	..
Mount Cook Boys' ..	345	1,212 1 8	40 0 0	72 1 0	..	..	Foster, Wm. H. L.	C1	HM	300 0 0	40
							Hempleman, Fred. A.	D2	AM	220 0 0	..
							Wilson, Frank A. ..	D2	AM	175 0 0	..
							Cook, Eleanor N. ..	D2	AF	145 0 0	..
							Rothenberg, Annie..	E1	AF	115 0 0	..
							Brockett, Fredk. C.	D4	AM	105 0 0	..
							Menzies, James L.	..	MP2	50 0 0	..
							Thomas, William ..	..	MP4	60 0 0	..
							Daley, John ..	..	MP1	45 0 0	..
Mount Cook Girls' ..	331	976 18 4	40 0 0	68 4 9	..	..	Helyer, Elizabeth ..	D1	HF	250 0 0	40
							Spence, Mary W. ..	C3	AF	175 0 0	..
							Holm, Annie A. ..	D2	AF	125 0 0	..
							Halley, Isabella M.	E2	AF	105 0 0	..
							Stevens, Winifred L.	D2	AF	90 0 0	..
							Kean, Euphemia R.	D4	AF	85 0 0	..
							Chapman, Celia G.	..	FP5	55 0 0	..
							Thomas, Nina ..	..	FP1	45 0 0	..
							Bright, Nina ..	..	FP3	55 0 0	..
Mount Cook Infants'	337	863 6 8	40 0 0	110 10 2	..	..	Craig, Margaret H.	D1	HF	200 0 0	40
							Watson, Phœbe ..	E1	AF	145 0 0	..
							Wallace, Ellen ..	D1	AF	105 0 0	..
							Glasgow, Jane T. ..	D2	AF	95 0 0	..
							Howden, Jessie E.	D3	AF	90 0 0	..
							Lambert, Alice G. A.	D4	AF	85 0 0	..
							Scott, Jessie ..	..	FP4	55 0 0	..
							Fogelberg, Nina ..	..	FP3	45 0 0	..
							Ashworth, Nina E.	..	FP1	25 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 16.											
Normal School and Model School	359	1,505 0 0	60 0 0	97 0 2	5 0 0	..	Webb, James C. ..	B1	HM	360 0 0	40
							Fitch, Dorothy ..	..	AF	200 0 0	..
							Tamblyn, Joseph ..	B1	M	280 0 0	20
							Cowles, Jabez A. ..	B1	AM	250 0 0	..
							Edie, John Kerr ..	D2	AM	210 0 0	..
							Sinclair, Mary Anne	B1	AF	180 0 0	..
							Hall, Alice Louise..	D1	AF	150 0 0	..
							Page, Margaret ..	D1	AF	120 0 0	..
							Hitchcock, Maria ..	D2	AF	110 0 0	..
							Fallows, Ruth M. E.	D3	AF	100 0 0	..
							Caughley, John ..	B1	Sec.	..	..
GRADE 20.											
South Wellington ..	650	1,772 11 1	50 0 0	181 16 9	90 0 0	61 10 0	Flux, George ..	D1	HM	350 0 0	50
							McKenzie, Alexander	D1	AM	235 0 0	..
							Petrie, Flora ..	D1	AF	175 0 0	..
							Feltham, Edgar C.	D2	AM	160 0 0	..
							Baird, Laura E. ..	D2	AF	150 0 0	..
							Haigh, Edith ..	D3	AF	125 0 0	..
							Davies, Annie ..	Lic.	AF	110 0 0	..
							Watson, Florence ..	E2	AF	95 0 0	..
							Scott, Margaret C.	D3	AF	85 0 0	..
							Sargent, Jane D. ..	..	FP4	55 0 0	..
							Olausen, Bertha ..	..	FP4	55 0 0	..
							Haggett, Florence..	..	FP4	55 0 0	..
							Thompson, Winifred	..	FP4	55 0 0	..
							Haggett, Doris ..	..	FP3	45 0 0	..
							McColl, Rita ..	..	FP2	35 0 0	..
GRADE 21.											
Terrace D.H.S. ..	563	1,711 3 4	50 0 0	142 4 6	..	..	MacMorran, George	D1	HM	*360 0 0	50
							Erskine, Albert ..	C1	AM	240 0 0	..
							Hutton, James ..	C3	AM	180 0 0	..
							Fraser, Sara ..	E1	AF	170 0 0	..
							Williams, Mary ..	E1	AF	155 0 0	..
							Baskiville, Walt. C. L.	Lic.	AM	130 0 0	..
							Van Staveren, Lena	C3	AF	115 0 0	..
							Gibson, Fanny ..	D3	AF	105 0 0	..
							Player, Winifred G.	..	FP3	55 0 0	..
							Ham, Violet ..	..	FP5	55 0 0	..
							Cooke, Florence W.	..	FP3	55 0 0	..
							Moxham, Ruth ..	..	FP3	45 0 0	..
							Watt, Ella ..	..	FP3	45 0 0	..
							King, Eustace, M.A., B.SC.	B1	Sec.	..	..
							Wilson, Mar. K., M.A.	A2	Sec.	..	..
							Roberts, Florence G.	C2	Sec.	..	..
GRADE 22.											
Clyde Quay ..	610	1,928 6 8	50 0 0	129 1 9	100 0 0	..	Grundy, William T.	D1	HM	365 0 0	50
							Thwaites, John E. ..	C2	AM	240 0 0	..
							Evans, Fanny ..	D1	AF	190 0 0	..
							Fanning, James F.	D3	AM	180 0 0	..
							Dempsey, Sidney W.	D2	AM	160 0 0	..
							Robinson, Alice ..	E2	AF	135 0 0	..
							Callam, Mabel A. ..	D4	AF	120 0 0	..
							Howden, Ada L. ..	D2	AF	110 0 0	..
							Goldsmith, Kath. M.	D4	AF	95 0 0	..
							Atkinson, A. ..	..	FP3	45 0 0	..
							Ryan, Beatrice ..	..	FP4	55 0 0	..
							Caddick, Alfred ..	..	MP4	55 0 0	..
							Bannister, Edna M.	..	FP3	45 0 0	..
							Tavendale, Julia ..	..	FP5	55 0 0	..
Masterton D.H.S. and side school	778	2,045 16 1	50 0 0	152 18 1	..	..	Jackson, William H.	D1	HM	*370 0 0	50
							Haslam, Charles N.	C1	AM	240 0 0	..
							Wolff, Rosabel ..	E1	AF	195 0 0	..
							Bunting, Nelson D.	D2	AM	185 0 0	..
							Sutton, Howard H.	D3	AM	165 0 0	..
							Munro, Isabella ..	E1	AF	140 0 0	..
							McGregor, Lois ..	D2	AF	125 0 0	..
							York, Mary ..	Lic.	AF	115 0 0	..
							Bunting, Elizabeth	E2	AF	100 0 0	..
							Hogg, Ellen C. ..	E3	AF	95 0 0	..
							Wilkinson, Doro. J.	D2	AF	90 0 0	..
							von Keisenberg, Ern.	..	FP3	45 0 0	..
							McGregor, Kathérine	..	FP5	60 0 0	..
							Hogg, Fay M. ..	..	FP4	55 0 0	..
							Clarke, Mary C. ..	..	FP5	55 0 0	..
							Freeman, Jessie ..	..	FP5	60 0 0	..
							Compton, Winifred	..	FP2	50 0 0	..
							Bee, John G., M.A...	A1	Sec.	..	..
							Williams, Ethel, B.A.	B2	Sec.	..	..
							McLandress, I., M.A.	B2	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

WELLINGTON—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 22—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Te Aro and side school	620	2,126 13 4	50 0 0	695 15 11	60 0 0	..	Watson, Clement	B1	HM	370 0 0	50
							Blake, Alexander C.	C1	AM	240 0 0	..
							Chatwin, Georgina E.	D1	AF	195 0 0	..
							Henderson, Geo. M.	D3	AM	185 0 0	..
							Bright, Alice M.	D1	AF	165 0 0	..
							Leighton, Lucy J.	D1	AF	140 0 0	..
							Ranwell, Annie P.	D2	AF	125 0 0	..
							Mitchell, Janet	E2	AF	115 0 0	..
							Riddick, Bessie	D2	AF	100 0 0	..
							Vosper, Grace	..	FP4	55 0 0	..
							Aitken, James D.	..	MP4	60 0 0	..
							Ross, Isabel	..	FP2	50 0 0	..
							O'Shea, Mary	..	FP5	55 0 0	..
							Nannestad, Gertrude	..	FP3	45 0 0	..
							Gordon, William	..	MP4	60 0 0	..
							Melody, William J.	..	MP3	55 0 0	..
GRADE 26.							**Bollinger, Elsie**	..	FP4	60 0 0	..
Petone D.H.S.	839	2,320 17 6	50 0 0	279 18 3	145 14 8	..	Horne, James	D1	HM	*385 0 0	50
							Bedingfield Doug. S.	C1	AM	245 0 0	..
							Slater, Jemima	D1	AF	205 0 0	..
							Kean, Balfour	D2	AM	195 0 0	..
							Mason, Francis A.	D2	AM	175 0 0	..
							Stanton, Elizabeth A.	D2	AF	155 0 0	..
							Carter, Elsie	D2	AF	135 0 0	..
							Arcus, Lawrence H.	D3	AM	125 0 0	..
							Armit, Katherine N.	D3	AF	115 0 0	..
							Cook, Ada M	D2	AF	105 0 0	..
							Thomson, Isabel S.M.	D4	AF	90 0 0	..
							Law, Doris	..	FP5	60 0 0	..
							Arrowsmith, Doris	..	FP3	45 0 0	..
							Gaynor, Alacoque	..	FP3	45 0 0	..
							Webster, Agnes	..	FP4	55 0 0	..
							Watt, Christina	..	FP2	50 0 0	..
							Parkinson, A. E. H.	..	MP3	45 0 0	..
							Printzen, Doris K.	..	FP3	45 0 0	..
							Pickering, Eva M.	..	FP3	45 0 0	..
							Lynskey, James H.	C1	Sec.	..	..
							Myers, Phœbe	B2	Sec.	..	..
							Ross, Christina M.	..	Sec.	..	..
Newtown D.H.S.	821	2,306 9 1	50 0 0	236 12 6	..	..	**Parkinson, Henry A., M.A.**	B1	HM	*390 0 0	50
							Wilson, Francis P., M.A.	A1	AM	250 0 0	..
							Jordan, Mary E.	E1	AF	210 0 0	..
							Ward, Edward H.	D2	AM	200 0 0	..
							Ryder, Maud H.	D1	AF	180 0 0	..
							Thompson, Fred. G.	D3	AM	160 0 0	..
							Hutchen, Jessie K.	E2	AF	140 0 0	..
							Griffiths, John H.	D3	AM	130 0 0	..
							Hayes, Lucy	D2	AF	120 0 0	..
							McGowan, Mary	E2	AF	95 0 0	..
							Magill, Maggie E.	..	FP4	55 0 0	..
							Cederholm, Myra R.	..	FP1	25 0 0	..
							Eagar, O. Fitzgerald	..	FP2	35 0 0	..
							Hunt, Ellen Jane	..	FP3	45 0 0	..
							Hind, Florence M.	..	FP3	45 0 0	..
							Russell, James	..	MP3	55 0 0	..
							Woodward, Elsie M.	..	FP1	25 0 0	..
							Martin, A. Muriel	..	FP1	45 0 0	..
							Low, Benjamin H.	B1	Sec.	..	..
							Rowley, Elizabeth M.	A1	Sec.	..	..
							Rigg, Maude M.	..	Sec.	..	..
Training College	..	..	..	..	..	205 6 2	..	..	..	..	..
Expenditure in schools not open in December 1907—											
Maranui	..	..	..	0 16 8	..	1 5 0	..	..	..	..	..
Muhunoa East	..	..	..	..	..	289 6 10	..	..	..	..	..
Expenditure not classified—											
Miscellaneous	..	..	..	27 10 2	..	..	..	..	..	..	..
Totals	..	52,208 15 8	1984 17 10	7,626 2 7	700 14 9	3850 3 11	..	..	..	52,612 0 0	1,970

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

HAWKE'S BAY.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Hatuma South	8	64 3 4	..	3 5 3	..	..	Macdonald, Marslee V.	..	F	(1)48 0 0	..
Lindsay	14	81 0 0	10 0 0	10 19 0	..	..	Bedingfield, M. E. A.	Lic.	F	84 0 0	10
Mangaone	6	34 10 0	..	0 3 0	..	..	Potter, Stella I. ..	..	F	30 0 0	..
Morere	11	79 10 0	10 0 0	4 19 9	8 0 0	..	Esther, Robert T. ..	..	M	78 0 0	10
Motu	7	55 0 0	9 3 4	5 0 0	..	..	Bradwell, Cicely V.	..	F	60 0 0	10
Pakarae	5	25 0 0	..	0 3 9	..	..	White, Dorothy ..	..	F	30 0 0	..
Patangata	8	51 0 0	9 3 4	3 14 3	..	..	Bennett, Amy ..	..	F	54 0 0	10
Patoka	10	59 10 0	9 3 4	2 17 6	..	..	Murray, Ruby H. ..	..	F	60 0 0	10
Pohui	6	54 0 0	..	3 10 6	..	..	Macphail, Kath. C.	..	F	48 0 0	..
Portland Island ..	4	22 0 0	..	..	..	..	Clark, Dulcie ..	..	F	24 0 0	..
Pourerere	5	15 0 0	..	..	..	..	Carmichael, Etty ..	..	F	30 0 0	..
Rissington	15	82 0 0	10 0 0	7 18 3	5 0 0	..	Morrison, Janet A.	..	F	99 0 0	10
Tamumu	12	84 0 0	10 0 0	5 3 0	10 0 0	..	Rudman, Cath. E. B.	E3	F	84 0 0	10
Tanguru	3	18 0 0	..	0 2 3	..	..	Orton, Mabel ..	..	F	18 0 0	..
Tiniroto	9	9 5 0	..	0 10 0	..	..	U'Ren, Winifred ..	..	F	54 0 0	..
Titree	6	15 0 0	..	..	..	..	McLean, Olive ..	..	F	30 0 0	..
Waikereru	5	30 0 0	..	0 3 0	..	..	Tuohy, Marie ..	..	F	30 0 0	..
Waimata Valley ..	6	52 13 0	9 15 0	1 16 9	..	..	Bennett, Jane E. ..	..	F	54 0 0	10
Whakarara	16	75 12 6	..	19 12 6	..	..	Foot, Kath. E. ..	..	F	85 0 0	..
Wigan	12	66 0 0	10 0 0	7 0 0	..	12 3 10	Dobson, Nora ..	..	F	66 0 0	10
GRADE 1.											
Anaroa	20	99 0 0	10 0 0	10 16 11	21 5 0	..	Macdonald, May ..	..	F	99 0 0	10
Argyll	19	107 5 0	10 0 0	17 5 3	..	..	Morrison, Anne B. S.	Lic.	F	110 0 0	10
Blackburn	22	130 0 0	..	11 15 9	..	..	McLellan, Grace Y.	E3	F	130 0 0	..
Mangahe	13	99 0 0	7 10 0	7 15 6	..	314 3 0	Patrick, James E...	..	M	99 0 0	..
Nuhaka	16	88 16 4	6 6 10	20 14 10	..	..	Shaw, Norman H...	E2	M	(2)110 0 0	10
Puketitiri	16	99 0 0	9 3 4	8 10 6	..	121 5 0	Spackman, Dora M.	..	F	99 0 0	10
Wallingford ..	16	99 0 0	..	8 13 0	..	..	Williams, Ethel E. F.	..	F	99 0 0	..
GRADE 2.											
Ashley-Clinton ..	22	130 0 0	..	11 19 3	..	..	Parkinson, Minnie M.	D1	F	130 0 0	..
Heretaunga ..	21	130 0 0	..	18 2 6	..	..	Barr, Beat. H., M.A.	B4	F	130 0 0	..
Hopeland	21	130 0 0	20 0 0	10 1 0	..	..	Willis, Henry ..	D2	M	130 0 0	20
Maharahara West ..	24	130 0 0	20 0 0	12 16 6	..	..	Smith, Isabel ..	E2	F	130 0 0	20
Ngapaeruru ..	22	123 17 4	19 1 0	11 9 3	..	..	Humphry, Ernest J.	D4	M	130 0 0	20
Port Awanui ..	23	117 0 0	20 0 0	28 1 7	..	..	Ingleton, Winifred	..	F	117 0 0	20
Tokomaru Bay ..	25	130 0 0	20 0 0	33 12 3	5 17 6	..	Burness, Jane M. ..	Lic.	F	130 0 0	20
Wainui	24	130 0 0	..	13 4 3	..	..	Baker, Mary E. ..	D2	F	130 0 0	..
Waipatiki	15	130 0 0	20 0 0	12 8 8	..	..	Woodham, Herbert	E1	M	130 0 0	20
Wanstead	19	130 0 0	20 0 0	14 11 0	..	..	Russell, Lily ..	Lic.	F	130 0 0	20
Wimbledon ..	20	127 16 8	..	11 2 6	..	..	Longley, Arthur W.S.	..	M	117 0 0	..
GRADE 3.											
Elsthorpe	23	129 12 0	..	44 18 4	..	..	Flinn, James P. ..	..	M	129 12 0	..
Kaitaratahi ..	30	144 0 0	20 0 0	15 19 6	..	..	Bolton, Edwin C. ..	E2	M	144 0 0	20
Makaretu	26	144 0 0	..	29 11 0	..	..	Andersen, Ellen A.	D2	F	144 0 0	..
Maraekakaho ..	30	144 0 0	..	15 11 0	..	..	Dugleby, Enid A. ..	D2	F	144 0 0	..
Ngamoko	29	144 0 0	20 0 0	16 4 6	15 0 0	..	Holm, Mary E. ..	D3	F	144 0 0	20
Whatatutu	23	144 0 0	20 0 0	13 0 6	..	..	Baker, Harriet E. ..	D3	F	144 0 0	20
GRADE 4.											
Hatuma	41	160 0 0	..	32 8 10	..	..	Cole, Lilian S. ..	E1	F	160 0 0	..
Matahiwi	40	132 10 0	18 6 8	50 13 10	..	45 11 4	McClure, Jane E. ..	E3	HF	160 0 0	20
							Gregory, Emily F.(3)	..	AF	..	..
Omahu	35	160 0 0	20 0 0	22 2 3	..	..	Dugleby, Ethel G. ..	E1	F	160 0 0	20
Pukahu	45	202 10 0	..	89 6 1	..	..	McCutcheon, Ecc. A.	D2	HM	160 0 0	..
							Ranzi, Alice F. C. ..	D3	AF	85 0 0	..
Puketapu	49	202 10 0	6 3 0	30 4 8	..	294 18 0	Andrews, Helen B.	D2	HF	160 0 0	..
							Lyders, Caren L. ..	D4	AF	85 0 0	..
Whetukura	34	160 0 0	..	18 6 9	..	..	King, Walter J. ..	D1	M	160 0 0	..
GRADE 5.											
Kiritaki	43	270 0 0	..	27 18 7	..	..	McClure, William D.	D1	HM	180 0 0	..
							Whibley, Agnes E...	D2	AF	90 0 0	..
Mangateretere ..	49	250 0 0	20 0 0	28 13 5	..	..	Balfour, Margaret A.	D1	HF	165 0 0	20
							McEwan, Annie M.	..	AF	85 0 0	..
Maraetaha	51	250 0 0	..	48 18 10	..	..	Faram, Frederick T.	E1	HM	165 0 0	..
							Faram, Emma J. ..	..	AF	85 0 0	..
Porangahau ..	38	219 6 8	..	24 9 3	..	..	Robson, Harry ..	..	M	148 10 0	..
Te Aute	42	250 0 0	..	29 5 9	..	..	Caughley, Christ. J.	E1	HF	165 0 0	..
							Macdonald, Han. M.	..	AF	85 0 0	..
Waipiro Bay ..	56	250 0 0	20 0 0	42 2 3	..	0 3 9	Pole, Leonard E. ..	D3	HM	165 0 0	20
							Tuohy, Margaret J.	..	AF	85 0 0	..
Weber	44	250 0 0	..	22 17 3	..	..	Mayo, Ernest ..	D3	HM	165 0 0	..
							Mowe, Miriam ..	..	AF	85 0 0	..

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(1) £22 per annum donated by settlers. (2) £30 per annum donated by settlers. (3) Temporary assistance at £45 per annum provided by the Board.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 6.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Matamau	67	285 13 2	..	36 16 1	..	..	Neill, Robert ..	D1	HM	195 0 0	..
							Brewer, Ella M. ..	D4	AF	95 0 0	..
Meeanee	43	267 10 0	12 10 0	26 19 8	..	315 13 6	Benson, Herbert N.	D2	HM	180 0 0	..
							Ellingham, Ida M.	..	AF	85 0 0	..
Mohaka	57	265 0 0	30 0 0	37 7 2	3 0 0	..	Miller, James ..	E2	HM	180 0 0	30
							Ferguson, Alice R.	..	AF	85 0 0	..
Papakura	45	265 0 0	30 0 0	26 8 8	..	..	Wilson, Henry L. ..	D2	HM	180 0 0	30
							Westmoreland, E. ..	..	AF	85 0 0	..
Papatawa	46	270 0 0	..	16 5 11	..	..	Roulston, James D.	D3	HM	180 0 0	..
							Clulee, Grace ..	D3	AF	90 0 0	..
Petane	38	265 0 0	..	22 10 5	..	..	Speight, Hubert ..	D1	HM	180 0 0	..
							Burgess, Christina M.	..	AF	85 0 0	..
Woodlands	52	270 0 0	30 0 0	27 12 7	..	..	Eves, Charles A. ..	C3	HM	180 0 0	30
							Cook, Jessie ..	D4	AF	90 0 0	..
GRADE 7.											
Frasertown ..	66	281 5 10	30 0 0	32 1 7	..	..	Soundy, Arthur W.	D2	HM	195 0 0	30
							Davis, Beatrice M.	..	AF	85 10 0	..
Kumeroa	48	286 14 2	..	41 13 11	..	..	Plank, Louis J. ..	D3	HM	195 0 0	..
							Waters, Margaret S.	..	AF	85 10 0	..
Ongaonga	64	290 0 0	..	61 14 8	..	..	Bissell, Edward ..	D2	HM	195 0 0	..
							Colebrook, Effie ..	D3	AF	95 0 0	..
Pakipaki	61	114 3 4	12 10 0	10 13 10	..	621 16 5	Smith, William, B.A.	B1	HM	195 0 0	30
							Wellwood, Susan K.	E3	AF	95 0 0	..
Takapau	71	279 14 2	..	36 10 10	..	..	Caughley, James ..	D2	HM	195 0 0	..
							McBrantney, Minnie	E5	AF	95 0 0	..
Te Arai	68	315 0 0	..	40 17 1	..	..	Webber, Abel ..	D1	HM	215 0 0	..
							Cross, Ada M. ..	D2	AF	100 0 0	..
Tipapakuku ..	77	288 0 5	30 0 0	81 16 6	..	..	Quigley, Herbert S. M.	E2	HM	195 0 0	30
							Burgoyne, Mary E.	..	AF	85 10 0	..
Umutaoroa	53	245 0 0	..	34 16 8	..	..	Ferguson, Richd. H.	D1	HM	195 0 0	..
							McGaughran, Edw.	..	MP1	25 0 0	..
							Walshe, Elizabeth A.	..	FP1	25 0 0	..
Waerenga-ahika ..	83	310 6 0	..	37 8 4	4 0 0	..	Ellis, Harold L. ..	D1	HM	215 0 0	..
							Brownlee, Marian K.	D4	AF	95 0 0	..
GRADE 8.											
Kaikora North ..	79	315 0 0	..	59 1 2	..		Garry, Francis A. ..	D2	HM	215 0 0	..
							Ingleton, Phœbe ..	E2	AF	100 0 0	..
Tolaga Bay	70	315 0 0	..	94 13 5	..	..	Nelson, John M. ..	E2	HM	215 0 0	..
							Pickering, Esther E.	E2	AF	100 0 0	..
GRADE 9.											
Clive	98	385 0 0	..	55 1 2	..	..	Sinclair, George K.	C1	HM	225 0 0	..
							Anderson, Helen M.	D3	AF	105 0 0	..
							Lee, Alice F. ..	..	FP3	55 0 0	..
Hampden	94	375 10 6	..	101 7 5	..	70 0 0	Faram, Frank C. ..	D1	HM	225 0 0	..
							Davis, Kath. E. S.	Lic.	AF	105 0 0	..
							Mackenzie, Frank E.	..	FP1	45 0 0	..
Mahora	132	397 16 2	30 0 0	67 13 9	..	34 2 9	Chaplin, Wilfred T.	D1	HM	225 0 0	30
							Gray, Maggie I. ..	E2	AF	105 0 0	..
							Burton, Eva ..	..	FP3	45 0 0	..
							Brown, Isabel ..	..	FP3	55 0 0	..
Makauri	92	365 0 0	..	56 9 0	..	..	Wauchop, John S. ..	D2	HM	225 0 0	..
							Higgins, Jessie ..	D3	AF	105 0 0	..
							Brooking, Lily ..	..	FP2	35 0 0	..
Makotuku	94	355 0 0	..	85 5 0	..	..	Kain, John ..	D2	HM	225 0 0	..
							Soundy, Carrie A. ..	E4	AF	105 0 0	..
							Hull, Eva ..	..	FP1	25 0 0	..
Mangapapa ..	129	390 0 0	30 0 0	51 0 0	..	..	Cole, Robert ..	D1	HM	225 0 0	30
							Morgan, Louisa ..	D1	AF	105 0 0	..
							Tawhiri, Riwai ..	..	FP4	60 0 0	..
Matawhero ..	93	385 0 0	30 0 0	53 14 3	..	..	Marshall, John ..	D1	HM	235 0 0	30
							Stephenson, Louisa J.	D2	AF	105 0 0	..
							Lange, Olive ..	..	FP4	55 0 0	..
Ormond	94	365 0 0	..	75 9 1	..	..	McLeod, John ..	D1	HM	225 0 0	..
							Craighead, Helen ..	D2	AF	105 0 0	..
							Roe, William B. ..	..	MP2	35 0 0	..
Ormondville ..	93	385 0 0	..	50 2 6	..	..	Curd, Frank B. ..	D1	HM	225 0 0	..
							Brabazon, Mary ..	E2	AF	105 0 0	..
							Wilson, Louisa ..	..	FP4	55 0 0	..
Patutahi	108	367 10 0	..	98 5 9	..	..	Woodward, John C.	E1	HM	225 0 0	..
							Ferguson, Ethel M.	Lic.	AF	105 0 0	..
Te Karaka	104	350 16 8	..	72 1 9	..	..	Sefton, Percy J. ..	D2	HM	225 0 0	..
							Hogg, Jenny, G. ..	E2	AF	105 0 0	..
							Price, Mary ..	..	FP1	25 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

HAWKE'S BAY——*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 10.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Havelock North ..	144	431 13 4	..	65 7 3	..	..	Holmes, Robert B...	D1	HM	235 0 0	..
							Martin, Ethel E. ..	D2	AF	110 0 0	..
							Thompson, Bertha	..	FP3	45 0 0	..
							Campbell, Amy E...	..	FP3	45 0 0	..
Kaiti	123	365 8 4	27 10 0	165 9 6	..	452 11 0	Bull, John H. ..	D1	HM	235 0 0	30
							Fawbert, Emma L.	E1	AF	110 0 0	..
							Hogg, John B. ..	..	FP2	35 0 0	..
							Fyson, Dorothy ..	..	FP1	25 0 0	..
Taradale	134	430 0 0	..	108 16 0	..	..	Goulding, Richard	D1	HM	235 0 0	..
							Samson, Hettie M.	E2	AF	110 0 0	..
							Scott, Grace ..	..	FP3	45 0 0	..
							Rundle, Mary A. ..	..	FP1	25 0 0	..
GRADE 11.											
Norsewood	148	607 6 8	..	104 19 6	..	..	Bagley, Benjamin ..	D1	HM	250 0 0	..
							Glanville, Emily H.	D2	AF	130 0 0	..
							Johnson, John ..	..	AM	103 10 0	..
							McRae, Rebecca ..	..	FP4	60 0 0	..
							Shugar, Matilda ..	..	FP4	55 0 0	..
Waipawa	157	595 0 0	..	219 3 6	..	..	Watson, Jno. D., M.A.	B1	HM	250 0 0	..
							Marsh, Louisa M. ..	E2	AF	130 0 0	..
							Cooke, Alice B. ..	D3	AF	115 0 0	..
							Baker, Frances ..	..	FP4	55 0 0	..
							Turley, Lily ..	..	FP3	45 0 0	..
Waipukurau ..	160	599 10 0	..	116 15 10	..	..	Cooke, Chas. J., B.A.	B1	HM	250 0 0	..
							Florance, Robert H.	..	AM	117 0 0	..
							Murray, Eliz. H. ..	E2	AF	115 0 0	..
							McRae, James ..	..	FP4	60 0 0	..
							Mitchell, Maggie ..	..	FP4	60 0 0	..
Wairoa	157	579 3 4	..	80 15 0	..	..	Bowie, John, B.A. ..	B2	HM	250 0 0	..
							Daly, John T. ..	D4	AM	130 0 0	..
							Sargisson, Eliz. L.	E2	AF	115 0 0	..
							Torr, Grace ..	..	FP3	45 0 0	..
							Rigby, Norman ..	..	MP2	50 0 0	..
GRADE 13.											
Napier South ..	272	822 10 0	40 0 0	93 15 9	..	..	Dodds, James N., M.A.	B1	HM	275 0 0	40
							Driller, William J.	D3	AM	175 0 0	..
							Riley, Emma J. ..	D1	AF	125 0 0	..
							Mitchell, Georgina M.	D2	AF	115 0 0	..
							Christy, Agnes C. M.	E3	AF	90 0 0	..
							Sorrell, Harriett M.	..	FP1	25 0 0	..
Port Ahuriri and Western Spit	282	883 13 9	..	184 19 3	10 0 0	..	Martin, William G.	D1	HM	275 0 0	..
							Cockroft, George W.	D2	AM	175 0 0	..
							Anderson, Helen, Mrs.	E1	AF	125 0 0	..
							Magill, Annie ..	D1	AF	115 0 0	..
							Magill, Elizabeth ..	D3	AF	90 0 0	..
							Trevelyan, Edith C.	..	FP4	60 0 0	..
							Humphreys, Florence	..	FP3	45 0 0	..
GRADE 14.											
Woodville D.H.S. ..	301	975 4 4	..	96 10 4	..	..	Stevenson, Andrew	D1	HM	*290 0 0	..
							Cartwright, James ..	C2	AM	190 0 0	..
							Reid, Elisabeth ..	E1	AF	130 0 0	..
							Sherriff, Margaret R.	D1	AF	125 0 0	..
							Stace, Myrtle A. ..	E4	AF	100 0 0	..
							Murphy, Elizabeth	..	FP5	55 0 0	..
							Franklin, Clara V.	D5*	FP4	55 0 0	..
							Lindauer, Victor W.	..	MP3	45 0 0	..
							Keane, Jeremiah ..	Lic.	Sec.	..	..
GRADE 15.											
Dannevirke North ..	311	1,078 15 0	..	157 0 9	..	..	Soundy, Richard P.	E1	HM	300 0 0	..
							McLennan, Duncan	D1	AM	205 0 0	..
							Moore, Marion ..	D1	AF	135 0 0	..
							Nielson, Albert ..	D3	AM	135 0 0	..
							Cross, Alice M. ..	D2	AF	110 0 0	..
							Bramald, Marg. W.	..	FP4	55 0 0	..
							Lyall, Ethel A. ..	..	FP3	45 0 0	..
							McKenzie, Christina	..	FP1	25 0 0	..
Dannevirke South ..	303	1,120 0 0	40 0 0	183 16 8	..	..	Harvey, George ..	D2	HM	300 0 0	40
							Brown, James F. ..	D2	AM	205 0 0	..
							Lindsay, Elizabeth E.	E2	AF	135 0 0	..
							Robertson, Isabella M.	D2	AF	135 0 0	..
							Black, Alice R. ..	E3	AF	110 0 0	..
							Burns, Evelyn H. M.	D4	AF	90 0 0	..
							Bargh, Grace ..	..	FP3	45 0 0	..
							McClure, Vida E. A.	..	FP3	45 0 0	..
							Palmer Ruth E. ..	..	FP3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 21.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Hastings D.H.S. ..	617	1,648 6 8	..	328 5 5	..	..	Pegler, Leonard F., B.A.	B1	HM	*360 0 0	..
							Hudson, Edward V.	D1	AM	240 0 0	..
							Rosie, Wilhelmina J.	E1	AF	180 0 0	..
							Cullen, Arthur R. ..	D2	AM	170 0 0	..
							Gray, James H. ..	D3	AM	155 0 0	..
							McCarthy, Ellen ..	D2	AF	130 0 0	..
							Gray, Georgina ..	D2	AF	115 0 0	..
							Harper, Amy R. ..	D2	AF	105 0 0	..
							Turnbull, Elizabeth	E1	AF	90 0 0	..
							Smart, Elsie G. ..	..	FP4	55 0 0	..
							McNaughton, Daisy	..	FP3	45 0 0	..
							Epps Fanny A. ..	..	FP1	25 0 0	..
							Stephens, Thos. J. O.	..	Sec.	.	..
							Hodgson, Ruth J...	C3	Sec.	..	..
Napier	624	1,832 19 2	50 0 0	283 4 8	..	..	Hislop, James ..	C1	HM	360 0 0	50
							Grant, Milton R. ..	D1	AM	240 0 0	..
							Brown, Jessie C. ..	D1	AF	180 0 0	..
							Jones William H. ..	D3	AM	170 0 0	..
							McClure, Cecil B. T.	D4*	AM	155 0 0	..
							Palmer, Mary .	E1	AF	130 0 0	..
							McVay, Ella M. ..	E1	AF	115 0 0	..
							Magill, Mary ..	D1	AF	105 0 0	..
							Davis, Lucy ..	..	AF	85 0 0	..
							Macdonald, Kate ..	..	FP4	60 0 0	..
							Anderson, Ethel G.	..	FP4	55 0 0	..
							Woodhouse, Maude E.	..	FP4	55 0 0	..
							Hannay, Amelia W.	..	FP3	45 0 0	..
							Smale, Lily A. ..	..	FP3	45 0 0	..
							Ingleton, Anastasia	..	FP1	45 0 0	..
GRADE 25.											
Gisborne D.H.S. ..	776	2,122 0 8	50 0 0	535 11 8	92 17 3	..	Rowley, Francis J., B.A.	B1	HM	380 0 0	50
							Leslie, David E. ..	D1	AM	245 0 0	..
							Matheson Fanny C.	E1	AF	205 0 0	..
							Cowan, David ..	D2	AM	195 0 0	..
							Olsen, Othenius R.	D3	AM	175 0 0	..
							Cumming, Margaret	D2	AF	150 0 0	..
							Faram, Edith H. ..	E2	AF	135 0 0	..
							Adams, Florence K.	E1	AF	125 0 0	..
							King, Catherine ..	D3	AF	105 0 0	..
							Brown, Jessie S. ..	D4	AF	95 0 0	..
							Barnby, Fred. G. ..	..	AM	85 0 0	..
							Ambridge, Edith E.	D4*	FP4	55 0 0	..
							Hogg, Hilda M. ..	..	FP4	55 0 0	..
							Sheen, Lois H. ..	D4	FP4	55 0 0	..
							Morgan, Kathleen ..	..	FP2	35 0 0	..
							Oxenham, Siddie ..	..	FP2	50 0 0	..
							Kinder, John, B.A. ..	B2	Sec.	..	..
							Gow, Harriet, M.A.	A3	Sec.	..	..
Expenditure on schools not open in December 1907											
Arowhana ..	..	10 0 0	..	0 3 0	..	..	..	..	..	..	..
Makaretu South ..	..	9 0 0	..	..	..	..	..	..	..	..	..
Mangahaumia ..	..	8 0 0	..	..	..	..	..	..	..	..	..
Mangatuna ..	..	39 3 4	..	8 18 6	..	..	..	..	..	..	..
Mataparu ..	..	7 10 0	..	..	..	..	..	..	..	..	..
Rakauroa ..	..	30 0 0	..	2 14 6	..	..	..	..	..	..	..
View Field ..	..	2 0 0	..	..	..	..	..	..	..	..	..
Waerenga-o-kuri ..	..	49 10 0	8 5 0	0 7 6	..	..	..	..	..	..	..
Waihora	..	13 10 0	2 10 0	..	..	..	..	..	..	..	..
Waitahora ..	..	35 0 0	5 16 8	2 2 6	..	..	..	..	..	..	..
Expenditure not classified—											
General travelling-expenses of architect	..	..	..	21 14 0	..	..	..	..	..	..	..
Freight on furniture	..	..	..	0 16 3	..	..	..	..	..	..	..
Totals ..	..	30,055 12 10	902 17 6	5,195 17 4	174 19 9	2282 8 7	..	..	..	30,196 2 0	890

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

MARLBOROUGH.

1 Name of School.	2 Average for the Year 1917.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Altimarlock	6	39 0 0	..	0 6 0	..	..	Wilson, Flora	..	F	42 0 0	..
Anikiwa(1)	..	7 10 0	..	..	..	..	..	..	..	..	..
Apple Bay	6	33 2 2	..	..	..	..	Lambert, Daisy	..	F	48 0 0	..
Black Rock	4	17 1 3	..	..	..	..	McMahon, Olive	..	F	24 0 0	..
Blind River	12	76 10 0	..	5 18 9	..	..	Waters, Janet F.	..	F	78 0 0	..
Brooklyn Bay	8	46 10 0	..	0 5 3	..	..	Wells, Violet	..	F	48 0 0	..
Bulwer(1)	..	16 0 0	..	0 3 0	..	..	..	..	..	..	..
Cape Campbell	4	19 10 0	..	0 1 6	..	..	Tutt, Alfred	..	M	24 0 0	..
Clova Bay(1)	..	15 10 0	..	0 2 3	..	..	..	..	..	..	..
Deep Bay(1)	..	21 10 0	..	..	..	..	..	..	..	..	..
Deep Creek	8	37 14 0	..	1 15 3	..	..	Edmonds, Kathleen	..	F	42 0 0	..
Elaine Bay	3	18 0 0	..	0 3 9	..	..	Waring, Monica	..	F	18 0 0	..
Fabian's Valley	8	49 10 0	..	3 16 6	..	..	Wodsworth, Bertha E.	Lic.	F	54 0 0	..
Ferndale	5	31 10 0	..	1 5 3	..	..	Payne, Alice	..	F	30 0 0	..
Glenburn	8	31 7 1	..	1 3 6	..	..	Robinson, Frank	..	M	48 0 0	..
Grassmere	11	72 3 4	11 7 3	5 14 0	..	..	King, May	..	F	66 0 0	10
Grove(1)	..	24 13 4	0 16 8	2 8 6	..	..	..	..	..	..	..
Head	7	22 12 8	..	1 5 3	..	..	McMahon, May	..	F	30 0 0	..
Hitaua Bay	6	16 4 0	..	1 6 0	..	..	Nielsen, Andrea	..	F	36 0 0	..
Kaituna	13	84 10 0	..	24 8 8	..	..	Brydon, Edith	..	F	78 0 0	..
Kakapau Bay	6	23 0 0	..	1 6 0	..	..	Nalder, Gertrude A.	..	F	36 0 0	..
Kekerangu(1)	..	5 19 0	..	2 4 6	..	..	..	..	..	..	..
Laverique Bay	6	33 0 0	..	1 4 6	..	..	Buckley, Baxter	..	M	42 0 0	..
Linkwater	17	38 10 0	5 0 0	64 3 6	..	..	Allen, Constance N.	..	F	78 0 0	10
Mahau Sound	7	37 10 0	..	4 7 0	..	..	Schenkel, Ella	..	F	42 0 0	..
Manaroa	6	48 0 0	..	4 8 6	..	..	Clouston, Constance	..	F	48 0 0	..
Maori Bay	2	12 0 0	..	1 3 0	..	..	Seymour, Ivy	..	F	12 0 0	..
North Bank	11	67 10 0	10 0 0	4 10 9	..	..	Sandbrook, Agnes	..	F	66 0 0	10
Nydia Bay	10	55 10 0	..	1 7 6	..	..	Neumann, Margaret	..	F	60 0 0	..
Okoha	7	78 0 0	10 0 0	1 11 3	..	..	Handcock, Georgina	..	F	78 0 0	10
Omaka	14	81 5 0	10 0 0	4 11 6	..	..	O'Sullivan, Frances	..	F	85 0 0	10
Onahau	7	10 10 0	..	..	..	..	Sheridan, Olive	..	F	42 0 0	..
Peach Bay	6	48 0 0	..	1 7 6	..	..	O'Sullivan, Alice	..	F	48 0 0	..
Portage	4	22 10 0	..	1 3 9	..	..	Cameron, Mary A.	..	F	24 0 0	..
Rai Valley	15	99 3 4	..	4 13 9	..	..	Black, Margaret	..	F	85 0 0	..
Ram's Head(1)	..	3 0 0	..	..	..	..	..	..	..	..	..
Ravenscliff	6	34 10 0	..	1 5 3	..	..	Storey, Mary	..	F	36 0 0	..
Rocks	2	3 0 0	..	..	..	..	Wiesner, Hermine	..	F	12 0 0	..
St. Loys(1)	..	10 0 0	..	..	..	..	..	..	..	..	..
Saratoga Bay(1)	..	4 10 0	..	0 2 3	..	..	..	..	..	..	..
Scarborough Run	3	18 13 0	..	0 3 9	..	..	Murphy, Christine	..	F	18 0 0	..
Sea View	9	34 1 8	1 13 4	2 6 9	..	..	Weaver, Helena	..	F	54 0 0	..
Stephen's Island	6	33 7 7	..	1 6 0	..	..	Jukes, Bertha W.	..	F	36 0 0	..
Tahuahua	10	58 10 0	..	1 7 6	..	..	Budge, S. B. R.	..	M	54 0 0	..
Taranui	6	25 12 0	..	1 4 6	..	..	Jessop, Mary	..	F	36 0 0	..
Te Awaiti	9	66 0 0	..	136 18 4	..	..	Robinson, Alice	..	F	66 0 0	..
Te Puru	6	31 3 7	..	1 6 0	..	..	Morrison, Mary	..	F	36 0 0	..
Tetley Brook	6	31 10 0	..	1 6 0	..	..	Hughes, Maggie	..	F	42 0 0	..
Tira Ora(1)	..	7 10 0	..	2 2 3	..	..	..	..	..	..	..
Ugbrooke	7	42 0 0	..	1 6 9	..	..	Bell, Susie	..	F	42 0 0	..
Waikakaho	8	61 10 0	10 0 0	1 9 0	..	..	Brewer, Daisy	..	F	60 0 0	10
Waikawa Bay	5	32 11 5	..	1 6 0	..	..	Reeves, Lena	..	F	36 0 0	..
Wairau Pah	13	29 10 0	1 13 4	2 11 6	..	..	Young, Esther	..	F	78 0 0	..
Waitata Bay(1)	..	4 10 0	..	0 2 3	..	..	..	..	..	..	..
Wilson's Bay	3	19 10 0	..	1 3 9	..	..	Foote, Lilian	..	F	18 0 0	..
Yncyca Bay(1)	..	..	..	0 2 3	..	..	..	..	..	..	..
GRADE 1.											
Richmond Brook	21	109 1 8	..	8 6 0	..	..	Tindill, Bertha M.	Lic.	F	110 0 0	..
Rimu Gully	22	28 17 6	2 18 4	2 9 7	..	7 14 3	Storey, Elsie E.	..	F	117 0 0	20
Riverlands	19	105 8 4	10 0 0	6 8 0	..	..	Dixon, Annie M.	Lic.	F	110 0 0	10
Robin Hood Bay	16	99 0 0	10 0 0	1 13 6	..	..	Avery, A. G.	..	M	99 0 0	10
Wairau Valley	17	110 0 0	..	8 8 6	..	..	Slattery, Margaret	Lic.	F	110 0 0	..
Waitaria Bay	17	110 0 0	10 0 0	18 1 9	..	..	Simpson, Lily P.	Lic.	F	110 0 0	10
Ward	27	144 0 0	15 12 11	13 8 6	10 2 6	407 8 0	Wallace, Elizab. A.	E3	F	144 0 0	..
GRADE 2.											
Cullensville(1)	..	78 0 0	..	9 6 8	..	..	..	..	..	..	..
Onamalutu	22	137 3 4	..	16 11 3	..	..	Healy, Annie	Lic.	F	130 0 0	..
GRADE 3.											
Fairhall	26	144 0 0	..	14 0 9	..	..	Tosswill, E. M., Mrs.	E1	F	144 0 0	..
Havelock Suburban	30	144 14 0	..	67 4 7	..	..	Thorpe, C. E., Mrs.	Lic.	F	144 0 0	..
Marshlands	28	144 0 0	20 0 0	17 13 1	..	..	Jones, Sarah J., Mrs.	D3	F	129 12 0	20
Seddon	33	144 0 0	..	16 19 8	..	..	Humphreys, Jos. W.	E2	M	144 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

MARLBOROUGH—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 5.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Marlboro' Town	47	250 0 0	..	33 0 2	6 10 0	..	Nicoll, Mabel Grace	D2	HF	165 0 0	..
							Macey, Winifred M.	..	AF	85 0 0	..
Okaramio	36	207 10 0	..	69 8 3	..	..	Best, Frank D.	D4	M	165 0 0	..
Spring Creek	41	243 11 8	..	28 6 1	..	100 0 0	Oldham, Hedley	D3	HM	165 0 0	..
							Hilliard, Evelyn	..	AF	85 0 0	..
Waitohi	49	258 17 11	..	54 19 4	..	..	Haughey, James	D1	HM	165 0 0	..
							Macalister, Rea	..	AF	85 0 0	..
GRADE 7.											
Canvastown	63	280 10 0	..	32 2 3	..	..	Hill, Hollis James	D2	HM	195 0 0	..
							Macalister, Itta	..	AF	85 10 0	..
Havelock	69	289 8 10	..	84 11 3	..	..	Smith, William C.	C3	HM	195 0 0	..
							Stone, Blanche P.	D5	AF	95 0 0	..
Tuamarina	68	276 7 7	30 0 0	28 5 9	..	..	Fisher, Horace R.	D2	HM	195 0 0	30
							Lucas, Ella	..	AF	85 10 0	..
GRADE 9.											
Grovetown	94	376 5 7	..	80 6 1	..	..	Ladley, Harry	D1	HM	225 0 0	..
							Ladley, Ada B. E.	E2	AF	105 0 0	..
							O'Sullivan, Elvira	..	FP3	55 0 0	..
Renwick	103	363 5 0	..	32 2 3	..	..	Cook, William R.	D2	HM	225 0 0	..
							Williams, Agnes M. T.	D3	AF	105 0 0	..
							Fraser, Ernest M.	..	MP2	35 0 0	..
GRADE 10.											
Picton	137	435 0 0	..	78 5 0	..	..	Robinson, Herbert J.	D1	HM	235 0 0	..
							Macalister, May	C2	AF	110 0 0	..
							Fuller, Violet E.	E2	AF	90 0 0	..
Springlands	114	435 0 0	..	64 17 8	..	..	Howard, Harry J.	D1	HM	235 0 0	..
							Millington, Emily H.	D2	AF	110 0 0	..
							Tapp, Daisy	..	FP4	55 0 0	..
							Fraser, Christina	..	FP2	35 0 0	..
GRADE 15.											
Blenheim	359	1,120 0 0	..	164 15 7	..	..	Sturrock, David A.	D1	HM	300 0 0	..
							Brewer, Lottie M.	D1	AF	205 0 0	..
							Gifford, James R. A.	Lic.	AM	135 0 0	..
							Brown, Mary M.	D1	AF	135 0 0	..
							Wanden, Elizab. W.	E2	AF	110 0 0	..
							Harris, Annie M.	E2	AF	90 0 0	..
							Morcom, Annie	..	FP4	55 0 0	..
							Garnham, Grace	..	FP4	55 0 0	..
							Hilliard, Josephine	..	FP2	35 0 0	..
Expenditure not classified—											
Waikawa Native	..	..	..	2 9 8	..	..	..	..	..	..	..
Board's Office	..	..	..	20 12 10	..	..	..	..	..	..	..
Totals	..	7,925 15 10	159 1 10	1,280 10 6	16 12 6	515 2 3	..	..	..	8,033 12 0	160

NELSON.

1	2	3	4	5	6	7	8	9	10	11	12
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Addison's Flat	9	96 8 2	..	3 18 6	..	..	Kane, Thomas	Lic.	M	110 0 0	..
Aniseed Valley	8	72 0 0	10 0 0	3 0 0	..	..	Baird, Agnes R.	..	F	72 0 0	10
Awa-iti	10	64 6 6	9 19 5	3 0 0	..	..	Gibbs, Hedevig A.	..	F	60 0 0	10
Baton	8	48 3 4	..	14 1 1	..	..	Lublow, Henrietta	..	F	48 0 0	..
Blackwater, Upper	9	49 12 7	8 10 5	3 10 0	..	..	Williams, Sophie B.	..	F	66 0 0	10
Brighton	8	60 0 0	10 0 0	4 5 6	..	..	McCarthy, Annie W.	..	F	60 0 0	10
Church Hill	13	92 13 4	..	4 14 10	..	..	Coleman, A. E., Mrs.	E2	F	84 0 0	..
Drummond's	4	21 7 1	..	..	..	..	Parkinson, Sarah J.	..	F	24 0 0	..
Eighty-eight Valley	7	60 0 0	10 0 0	13 1 6	..	..	Eden, Hilda Grace	..	F	60 0 0	10
Fern Flat	13	91 15 9	..	7 7 6	..	..	Bryan, Elizabeth E.	D4	F	90 0 0	..
Fern Town	18	99 0 0	10 0 0	20 15 5	..	..	Condell, Mary E.	..	F	99 0 0	10
Globe Hill	16	86 15 0	10 0 0	5 2 6	..	..	Dwyer, Evelyn	..	F	85 0 0	10
Kongahu	5	36 0 0	..	3 0 0	..	..	Jones, Constance E.	..	F	36 0 0	..
Korere	10	66 0 0	..	3 10 0	..	..	Woollett, Edith J.	..	F	66 0 0	..
Land of Promise	12	130 0 0	10 0 0	13 15 10	..	..	Snook, Ada Jane	E3	F	130 0 0	10
Lester's	5	29 2 3	..	..	..	..	Watson, Catherine A.	..	F	30 0 0	..
Little Wanganui	15	88 5 0	10 0 0	5 2 7	..	245 16 9	Ogg, Annie	..	F	85 0 0	10
Matakitaki(1)	..	33 10 0	..	8 4 9	..	..	..	..	..	..	..
Matin's(1)	..	36 10 0	5 16 8	3 0 0	..	..	..	..	..	..	..
Newton Flat	8	48 0 0	..	3 2 7	..	10 0 0	Dennehy, Ellen	..	F	48 0 0	..
O'Rourke's	5	26 10 0	..	..	..	..	Goodyer, Alice	..	F	30 0 0	..
Pariwhakaho	13	81 0 0	10 0 0	4 12 10	..	..	Cowles, Amy L.	..	F	84 0 0	10

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NELSON—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Pokororo	14	76 12 0	9 16 1	4 11 5	..	..	Horn, Ethel	..	F	78 0 0	10
Puponga	11	67 10 0	10 0 0	1 16 6	..	..	McCaffrey, Janet	..	F	66 0 0	10
Redwood's Valley	12	75 0 7	9 16 3	5 8 8	..	..	Hewlett, Edith M.	D5	F	72 0 0	10
Sandy Bay(1)	..	28 0 0	..	7 0 6	..	2 1 0	..	..	..	..	..
Sergeant's Hill	12	91 6 8	10 0 0	4 17 5	..	..	Radford, Mary E.	..	F	78 0 0	10
Sherry	7	54 0 0	..	3 0 0	..	..	Richards, Gertrude A.	..	F	54 0 0	..
Stanley Brook, Upper	6	54 0 0	10 0 0	3 0 0	..	..	Barker, Alice	..	F	54 0 0	10
Three-channel Flat	9	60 10 0	9 3 4	3 0 0	..	..	Campbell, Elizabeth	..	F	66 0 0	10
Takaka, Upper	11	93 13 5	10 0 0	3 2 0	..	..	Emms, Hilda	..	F	85 0 0	10
Tophouse	7	43 10 0	..	..	..	..	Banks, Annie E.	..	F	42 0 0	..
Waingaro	9	60 0 0	10 0 0	6 0 0	..	..	Hooper, John E.	..	M	60 0 0	10
Wainui	3	24 0 0	..	..	..	..	Robertson, Margaret	..	F	24 0 0	..
Wairoa Gorge	4	30 0 0	..	1 0 0	..	..	Lewis, Dorothy	..	F	30 0 0	..
Waitahu	9	66 0 0	10 0 0	21 9 6	..	..	Nicolson, Rose Eva	..	F	66 0 0	10
Whangarae	17	104 6 4	9 14 5	5 16 10	..	..	Robb, Wilhelmina	Lic.	F	110 0 0	10
Win's Valley(1)	..	24 17 5	..	3 0 0	..	..	..	..	..	..	..
Woodstock	8	46 16 0	..	15 3 0	..	..	Larkin, Mary C.	..	F	48 0 0	..
Torrent Bay	4	22 0 0	..	..	..	..	Nalder, Mary J.	..	F	24 0 0	..
Kahurangi Point	4	22 0 0	..	..	..	..	Roderigues, Jean	..	F	24 0 0	..
Wairangi	4	11 3 3	..	..	..	..	Finey, Margaret C.	..	F	24 0 0	..
Maruia Junction	4	9 12 3	..	..	..	..	Gibbs, Merton	..	M	24 0 0	..
Rocky River	11	22 11 11	3 13 8	3 0 0	..	..	Alexander, Emily M.	..	F	60 0 0	10
Wangapeka	12	23 0 0	3 6 8	5 0 0	..	..	McPherson, R., Mrs.	E2	F	78 0 0	10
Marahau	5	8 15 0	..	..	..	..	Bradley, Elsie, Mrs.	..	F	30 0 0	..
Otarawao	3	6 0 0	..	..	..	..	Nalder, Amy Isabel	..	F	18 0 0	..
Burley's	5	4 3 4	..	..	..	..	Chapman, Annie	..	F	30 0 0	..
GRADE 1.											
Cronadun	14	99 0 0	10 0 0	23 0 7	..	..	Gannon, Agnes	..	F	99 0 0	10
Fairdown	16	110 0 0	10 0 0	5 11 10	..	..	Walsh, Elizabeth M.	D4	F	110 0 0	10
Glenroy	22	110 0 0	10 0 0	7 5 0	..	..	O'Shea, Jeremiah	E3	M	110 0 0	10
Gordon	12	105 7 9	10 0 0	4 0 3	..	..	McCarthy, Florence	Lic.	F	110 0 0	10
Hillside	20	110 0 0	..	6 2 0	..	..	Christie, F. B., Mrs.	D2	F	110 0 0	..
Inangahua Junction	19	130 0 0	10 0 0	6 7 7	..	..	Kenyon, Isabella	E2	F	130 0 0	10
Kaituna	16	99 0 0	10 0 0	14 6 5	..	..	McCarthy, Madge	..	F	99 0 0	10
Orinoco	17	99 0 0	10 0 0	25 5 5	..	..	Symes, Adelaide L.	..	F	99 0 0	10
Tadmor	21	130 0 0	..	10 15 11	..	..	Quinton, Ellen H.	E2	F	130 0 0	..
Uruwhenua	15	99 0 0	10 0 0	6 7 4	..	..	Haines, Ina	..	F	99 0 0	10
Wills's Road	19	130 0 0	10 0 0	6 2 6	..	..	Holdaway, Helen F.	D4	F	130 0 0	10
GRADE 2.											
Clifton Terrace	21	130 0 0	..	7 4 9	..	..	Bolton, Pamela E.	E1	F	130 0 0	..
Ngatimoti	22	127 16 8	..	10 7 2	..	..	Horner, Hugh Henry	D3	M	130 0 0	..
Pigeon Valley	30	130 0 0	20 0 0	15 9 10	..	..	Martin, Cora	..	F	117 0 0	20
Progress	22	144 0 0	..	18 13 1	..	..	Dwyer, Ada Josepha	D3	F	144 0 0	..
Promised Land	27	130 0 0	..	15 7 6	..	..	Pettit, Barb. M., Mrs.	E2	F	130 0 0	..
Ranzau	23	130 0 0	..	7 14 4	..	..	Gilbert, Esther E.	D2	F	130 0 0	..
Stanley Brook	27	123 9 2	..	20 12 11	..	..	Jordan, James G.	..	M	117 0 0	..
Tadmor, Upper	29	130 0 0	20 0 0	20 11 4	..	78 6 6	Anglesea, E. A., Mrs.	E3	F	130 0 0	20
Takaka, Central	23	130 0 0	..	17 7 5	..	..	Page, May	E1	F	130 0 0	..
Tapawera	22	130 0 0	20 0 0	24 2 10	..	..	Hodgkinson, Jessie L.	E4	F	130 0 0	20
GRADE 3.											
Capleston	23	141 12 0	..	38 11 7	..	..	Greig, Arthur Gray	Lic.	M	144 0 0	..
Birchfield	28	160 0 0	20 0 0	21 7 3	..	..	Gilmor, Edward J.	D3	M	160 0 0	20
Happy Valley	21	144 0 0	..	19 15 6	..	..	Rogers, Marmaduke	D3	M	144 0 0	..
Little Grey	24	144 0 0	..	17 17 9	..	..	Wylde, Robert E.	D2	M	144 0 0	..
Long Plain	23	144 0 0	..	7 17 4	..	..	Molloy, Jane Ann	E2	F	144 0 0	..
Lyell	31	144 0 0	..	48 3 0	..	..	Slowey, Teresa M.	D4	F	144 0 0	..
Rockville	22	144 0 0	..	8 6 4	..	..	Manson, Janette C.	D1	F	144 0 0	..
Summerlea	27	144 0 0	..	13 9 4	..	..	Street, Emily	D1	F	144 0 0	..
Takaka, East	24	144 0 0	..	9 19 4	..	..	Packard, Frances M. B.	E1	F	144 0 0	..
GRADE 4.											
Appleby	30	160 0 0	..	12 12 9	..	..	Forsyth, Donald E.	D2	M	160 0 0	..
Bainham	27	160 0 0	20 0 0	8 9 1	..	..	Fergusson, Fred. D.	C1	M	160 0 0	20
Cape Foulwind	37	160 0 0	..	35 7 9	..	..	Barber, Minnie	D2	F	160 0 0	..
Hope	28	160 0 0	20 0 0	14 18 8	..	..	Hall, William A.	D2	M	160 0 0	20
Karamea	36	160 0 0	..	43 17 0	..	..	Scott, Samuel M.	D1	M	160 0 0	..
Sarau	33	146 13 4	..	15 11 8	..	..	Fair, George O.	D2	M	160 0 0	..
Waimea West	32	160 0 0	..	11 15 0	..	..	Coleman, Bernard F. P.	D2	M	160 0 0	..
GRADE 5.											
Brightwater and side school	43	293 6 8	..	58 11 11	..	..	Bryant, William H.	C1	HM	165 0 0	..
							Morrison, Cath. A.	E2	AF	85 0 0	..
							Wadsworth, Mary J.	..	FP1	25 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NELSON—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1917.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Charleston and side school	41	271 15 5	..	70 4 10	..	..	Kelpe, Caroline ..	C3	HF	165 0 0	..
							Doyle, Teresa ..	..	AF	85 0 0	..
							Mouat, Marion ..	..	FP1	45 0 0	..
Collingwood ..	42	250 0 0	5 0 0	322 14 5	..	..	Sanders, Herbt. B. S.	D3	HM	165 0 0	..
							Lewis, Phyllis ..	..	AF	85 0 0	..
Dovedale	41	250 0 0	..	24 11 10	..	..	Gapper, Bernard R.	E2	HM	165 0 0	..
							Turner, Fanny May	Lic.	AF	85 0 0	..
Motupiko	34	250 0 0	..	27 14 4	..	..	Mayo, Egbert John	E2	HM	165 0 0	..
							Flintoff, Esther ..	..	AF	85 0 0	..
Moutere, Lower ..	46	235 16 8	..	54 10 0	0 10 0	..	Boyce, Charles G. M.	D2	HM	165 0 0	..
							Demment, Minnie C.	B4	AF	85 0 0	..
Murchison	47	250 0 0	..	25 2 0	..	5 12 6	Lawn, George ..	D2	HM	165 0 0	..
							Taylor, Blanche I. ..	Lic.	AF	85 0 0	..
Neudorf	42	250 0 0	..	47 17 5	..	..	Barton, Emma F. ..	Lic.	HF	165 0 0	..
							Kearns, Kathleen ..	..	AF	85 0 0	..
Foxhill	49	265 0 0	..	12 10 2	..	..	Veysey, John T. ..	E1	HM	180 0 0	..
							O'Brien, Maud M. ..	..	AF	85 0 0	..
GRADE 6.											
Black's Point ..	54	290 0 0	30 0 0	17 19 2	..	..	Green, Richard E. ..	E1	HM	195 0 0	30
							Moore, Euphemia J.	E2	AF	95 0 0	..
Brooklyn	45	270 0 0	30 0 0	48 8 4	..	..	McGavin, Eliz. A. ..	D1	HF	180 0 0	30
							Black, Hilda ..	Lic.	AF	90 0 0	..
Motupipi	57	268 15 0	..	26 10 6	..	..	Manson, Lydia M.	E1	HF	180 0 0	..
							Ladley, Olive May ..	Lic.	AF	90 0 0	..
Spring Grove ..	59	270 0 0	..	27 4 1	..	..	White, Alfred T. ..	D2	HM	180 0 0	..
							Lewis, Ruth ..	D4	AF	90 0 0	..
Wai-iti	45	270 0 0	..	68 8 0	..	..	Edridge, Edward ..	E1	HM	180 0 0	..
							Lammas, Louisa ..	D3	AF	90 0 0	..
Whakarewa and side school	58	310 0 0	30 0 0	41 8 11	..	..	Poole, William Elgar	D2	HM	180 0 0	30
							Lammas, Isobel ..	..	AF	85 0 0	..
							Davies, Hilda Violet	..	FP1	45 0 0	..
GRADE 7.											
Burnett's Face ..	65	300 0 0	..	56 9 5	..	..	Trevella, Arthur ..	D1	HM	195 0 0	..
							Arnold, Cecilia May	..	FP5	60 0 0	..
							Fletcher, Sophy ..	..	FP3	45 0 0	..
Waimangaroa ..	68	280 10 0	..	59 13 5	..	..	Douglas, Arthur ..	D1	HM	195 0 0	..
							Tavendale, Lilian J.	..	AF	85 10 0	..
GRADE 8.											
Granity Creek ..	83	317 8 4	30 0 0	22 17 10	..	..	Satchell, Robert E.	Lic.	HM	215 0 0	30
							Leigton, Hannah M.	D3	AF	100 0 0	..
Riwaka	90	313 1 1	..	61 14 8	..	..	Irwin, Robert ..	D2	HM	215 0 0	..
							Salmond, Jessie ..	E1	AF	100 0 0	..
Seddonville ..	83	305 0 0	30 0 0	22 18 7	..	..	Street, Samuel W. ..	D2	HM	215 0 0	30
							Rasmussen, Teresa	..	AF	90 0 0	..
Stoke	72	315 0 0	..	55 6 5	..	..	Wilmot, David H. ..	D2	HM	215 0 0	..
							Hill, Ethel I. ..	Lic.	AF	100 0 0	..
Takaka D.H.S. ..	104	322 10 0	..	47 11 11	6 0 0	..	Boyes, William H.	D1	HM	*225 0 0	..
							Jordan, Fanny Sarah	D2	AF	105 0 0	..
							Ainsworth, Emma F.	B2	Sec.	..	..
GRADE 9.											
Millerton	92	352 1 11	..	25 19 3	..	..	Rumbold, William A.	D1	HM	225 0 0	..
							Knapp, Cora ..	D4	AF	105 0 0	..
							Allan, Janet Bruce	..	FP1	25 0 0	..
Wakefield, Lower ..	93	390 0 0	..	46 5 11	..	..	Peart, Frederick B.	E1	HM	225 0 0	..
							Bird, Kate Bayliff ..	E2	AF	105 0 0	..
							Jessop, Annie ..	..	FP4	60 0 0	..
GRADE 10.											
Motueka D.H.S. ..	129	446 13 4	..	57 16 0	..	..	Harris, Thomas A. ..	A1	HM	*235 0 0	..
							Hughes, Frances ..	D1	AF	110 0 0	..
							McLean, Ivy ..	..	FP2	50 0 0	..
							Ingram, Annie ..	..	FP3	55 0 0	..
							Stoddart, Frances ..	B2	Sec.	..	..
Richmond	122	421 5 0	..	79 15 5	..	..	Cowles, Edward ..	D1	HM	235 0 0	..
							Thompson, Katie E.	E2	AF	110 0 0	..
							Smith, Nannie O'H. F.	..	FP2	35 0 0	..
							Meyer, Irene ..	..	FP3	45 0 0	..

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

NELSON—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 11.										£ s. d.	£
Denniston	131	586 15 5	..	51 18 0	..	..	Griffin, Thomas J. ..	C1	HM	250 0 0	..
							Hill, Jessie Amelia	Lic.	AF	130 0 0	..
							McPadden, Winifred	D4	AF	115 0 0	..
							Bettjemann, Adelina	..	FP4	60 0 0	..
							Smith, Ellen ..	..	FP2	35 0 0	..
Grade 12.											
Reefton D.H.S. ..	193	780 0 0	..	160 16 6	..	..	Harkness, James H.	B1	HM	*275 0 0	..
							Wilson, James F. ..	D1	AM	175 0 0	..
							Galloway, Helen ..	E2	AF	125 0 0	..
							Möller, Louisa Anna	Lic.	AF	115 0 0	..
							Garth, Isabelle O. ..	E3	AF	90 0 0	..
							Slowey, Anastasia, M.A.	..	Sec.	..	..
Grade 17.											
Nelson Boys' and two side schools	457	1,529 2 3	50 0 0	111 5 0	..	..	Gibbs, Frederick G.	A1	HM	320 0 0	50
							Worley, William F.	D1	AM	230 0 0	..
							Hughes, Margaret ..	D1	AF	185 0 0	..
							Kitching, Lucy H. ..	E1	AF	150 0 0	..
							Scott, Thomas C. C.	D2	AM	125 0 0	..
							Hood, Marion C. ..	E1	AF	110 0 0	..
							Wright, Julia C. ..	D3	AF	105 0 0	..
							Easdale, Mildred J.N.	D4	AF	90 0 0	..
							Griffin, Ethel C. ..	D4	FP5	55 0 0	..
							Johnston, Janet ..	..	FP3	45 0 0	..
							Baigent, Beatrice ..	..	FP4	55 0 0	..
							O'Brien, Grace E...	..	FP4	55 0 0	..
Westport D.H.S. ..	480	1,374 1 8	..	1,088 14 10	..	1,026 14 0	Neve, Frederick ..	B1	HM	*320 0 0	..
							Boswell, Edward B.B.	D1	AM	225 0 0	..
							Stanton, Harold E.	D4	AM	155 0 0	..
							Martin, Annie ..	E2	AF	145 0 0	..
							Marris, Amelia ..	D2	AF	125 0 0	..
							Webb, F. E., Mrs...	E2	AF	110 0 0	..
							Taylor, Rose A. ..	Lic.	AF	85 0 0	..
							Carrick, Nora ..	..	FP4	55 0 0	..
							Suisted, Flore. M. A.	..	FP4	55 0 0	..
							Bayfield, Mary E...	..	FP3	45 0 0	..
							Dempsey, Mary J...	..	FP2	50 0 0	..
							Gifford, Arthur J. ..	A1	Sec.	..	..
							McElwee, Marion E.	D3	Sec.	..	..
Grade 19.											
Nelson Girls' and two side schools	533	1,488 15 0	50 0 0	1,894 8 11	..	315 17 6	Knapp, Frederick V.	C1	HM	290 0 0	50
							Sunley, Georgiana F.	E1	AF	195 0 0	..
							Bond, Jane Alice ..	D1	AF	145 0 0	..
							Johnson, Amy F. ..	C2	AF	125 0 0	..
							Kitching, Mary E...	E2	AF	105 0 0	..
							Seldon, Edith Jessie	D3	AF	95 0 0	..
							Wright, Gwend. F.	E3	AF	90 0 0	..
							Mackenzie, J. C. McK.	D3	AF	90 0 0	..
							Shone, Eva E. ..	D3	AF	85 0 0	..
							Shirtliff, Kate W...	D4	FP5	55 0 0	..
							Bell, Raynor Colin	..	MP3	55 0 0	..
							Pettit, Jessie ..	..	FP5	55 0 0	..
							Downe, Mary W. ..	..	FP5	55 0 0	..
							Palmer, Constance M.	..	FP3	45 0 0	..
Expenditure not classified—											
Exchanges ..	..	..	..	3 18 9	..	..	..	..	..	..	..
Bank charges: Keeping accounts of Committees ..	..	..	..	44 19 0	..	..	..	..	..	..	..
Freight, charges, &c.	..	..	..	17 9 3	..	..	..	..	..	..	..
Boards' offices ..	..	..	..	6 17 6	..	..	..	..	..	..	..
Blackboards, easels, &c.	..	..	..	36 5 3	..	..	..	..	..	..	..
Insurance of workmen	..	..	..	5 16 5	..	..	..	..	..	..	..
Rents: Suter Art Gallery Trustees	..	..	..	..	12 10 0	..	..	..	..	..	..
Totals ..	..	21,006 3 10	674 16 11	5,657 0 9	19 0 0	1,684 8 3	..	..	..	21,103 10 0	680

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

GREY.

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Barrytown	11	61 10 0	10 0 0	17 0 3	..	..	Ryall, Jane ..	..	F	66 0 0	10
Doolan's	4	15 5 4	..	2 16 6	..	3 12 0	O'Donnell, Norah ..	..	F	24 0 0	..
Dunganville ..	14	83 5 0	..	23 7 4	..	..	Doms, Clara F. ..	..	F	99 0 0	..
Granville	6	55 0 0	9 3 4	3 17 0	..	..	Anderson, Mary ..	..	F	60 0 0	10
Inchbonnie ..	5	25 10 0	..	2 17 3	..	..	Kelly, Alice ..	..	F	36 0 0	..
Johnstone's ..	3	13 10 0	..	0 3 0	..	2 2 0	Jones, William ..	..	M	18 0 0	..
Marsden	15	88 10 0	..	21 9 6	..	0 4 0	Dowling, Johanna M.	..	F	78 0 0	..
Moonlight	4	22 10 0	..	2 16 3	..	..	Turner, Dorothy ..	..	F	18 0 0	..
No Town	4	21 0 0	..	10 17 3	..	..	Malone, Ellen ..	..	F	18 0 0	..
Teremakau	7	42 0 0	..	8 19 7	..	..	Corbett, Margaret ..	..	F	36 0 0	..
Te Kinga	9	60 0 0	..	6 7 1	..	4 4 0	Woods, Elsie ..	..	F	72 0 0	..
Twelve-mile ..	6	45 0 0	..	3 0 6	..	..	Mullins, Margaret ..	..	F	42 0 0	..
Upper Moonlight ..	3	19 10 0	..	2 15 3	..	..	Anderson, Annie ..	..	F	18 0 0	..
Westbrook	7	43 10 0	..	33 8 5	..	1 10 0	O'Donnell, Catherine	..	F	48 0 0	..
GRADE 1.											
Greenstone	17	99 0 0	..	34 8 4	..	0 14 0	Moriarty, Minnie F.	Lic.	F	110 0 0	..
Kotuku	20	99 0 0	10 0 0	8 12 3	..	..	Barnett, Isabella ..	..	F	99 0 0	10
Poerua Estate ..	17	99 0 0	10 0 0	4 9 0	..	5 11 5	Garland, Rachel M.	..	F	99 0 0	10
GRADE 2.											
Moana	18	144 0 0	20 0 0	5 12 0	..	3 10 6	Lewis, Annie M. L.	D3	F	144 0 0	20
Swede's Mill ..	24	117 0 0	20 0 0	10 2 2	..	..	Moriarty, Mary E...	..	F	117 0 0	20
Totara Flat ..	23	144 0 0	..	24 3 9	..	..	O'Connell, Catherine	D2	F	144 0 0	..
GRADE 3.											
Paroa	36	144 0 0	..	19 19 1	..	..	Kemple, Frances M.	E1	F	144 0 0	..
Stillwater	35	160 0 0	20 0 0	6 16 9	..	0 15 6	Crowley, Johanna ..	D3	F	160 0 0	20
GRADE 4.											
Ahaura	36	193 6 8	..	84 1 0	..	2 11 1	Maloney, John W. ..	D1	M	165 0 0	..
GRADE 5.											
Dobson	45	265 8 4	20 0 0	45 15 9	..	2 0 10	Crowley, Annie M. J.	D1	HF	180 0 0	20
							Duncan, Margaret ..	..	AF	85 0 0	..
Kokiri	48	254 10 0	20 0 0	16 6 11	..	1 10 0	Griffiths, Elizabeth	D2	HF	165 0 0	20
							Hargreaves, Alice M.	Lic.	AF	90 0 0	..
Ngahere	46	250 0 0	20 0 0	42 10 10	..	4 10 10	Owens, Edith ..	E1	HF	165 0 0	20
							Kelly, Norah ..	..	AF	85 0 0	..
GRADE 6.											
Hatter's	54	265 0 0	30 0 0	18 16 4	..	1 8 0	Malone, Michael ..	E2	HM	180 0 0	30
							Malone, Theresa ..	..	AF	85 0 0	..
GRADE 8.											
Seddon and Runanga	106	325 8 4	30 0 0	33 14 9	..	53 13 5	O'Flynn, Francis E.	D1	HM	215 0 0	30
							Crowley, Elizabeth L.	D3	AF	100 0 0	..
							Millar, Winifred ..	..	FP1	25 0 0	..
GRADE 9.											
Blackball	117	380 0 0	30 0 0	84 17 2	10 7 6	1 13 6	Wickes, Arthur J. ..	D1	HM	225 0 0	30
							Wilson, Maud E. ..	D4	AF	105 0 0	..
							Rogers, Rosanna ..	..	FP3	45 0 0	..
GRADE 10.											
Taylorville	125	433 3 4	30 0 0	119 13 5	..	0 5 0	Noble, John ..	D4	HM	235 0 0	30
							Newlands, Susan ..	..	AF	99 0 0	..
							Watson, Mary E. ..	E3	AF	90 0 0	..
GRADE 11.											
Cobden	155	585 0 0	35 0 0	175 12 3	..	1 11 9	de Berry, Leonard F., B.A.	B2	HM	250 0 0	35
							Sotheran, Jane ..	E1	AF	130 0 0	..
							Moore, Isabella ..	D3	AF	115 0 0	..
							Barnhill, Margaret L.	E3	AF	90 0 0	..
GRADE 17.											
Greymouth, D.H.S...	448	1,317 1 3	20 16 8	196 1 5	16 13 6	13 4 7	Adams, Allan A. ..	D1	HM	*320 0 0	50
							Austin, William S.	C1	AM	225 0 0	..
							Batchelor, Bessie ..	E1	AF	155 0 0	..
							Blair, Christina ..	D1	AF	145 0 0	..
							Skoglund, Wilhelm. C.	D2	AF	125 0 0	..
							Warren, Nelly ..	D4	AF	110 0 0	..
							Sheard, John ..	..	MP5	60 0 0	..
							Hargreaves, Hilda E.	..	FP4	60 0 0	..
							Dempsey, Ethel ..	..	FP3	55 0 0	..
							Moore, Ellen ..	..	FP3	55 10 0	..
							Wood, Robert T., B.A., LL.B.	B1	Sec.	..	..
							Thompson, Marion	D2	Sec.	..	..
Expenditure not classified—Office	..	..	..	18 9 8	..	43 18 0	..	..	..	..	..
Totals ..	..	5,870 18 3	335 0 0	1,089 18 0	27 1 0	148 10 5	..	..	..	5,884 0 0	365

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WESTLAND.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Awatuna	10	55 10 0	..	4 6 0	..	..	Turner, Georgina M.	..	F	66 0 0	..
Blue Spur	10	72 0 0	..	7 5 0	..	..	Hogan, Catherine ..	..	F	72 0 0	..
Bruce Bay	10	60 0 0	..	11 18 2	..	..	McPherson, Mary ..	..	F	60 0 0	..
Callaghan's ..	12	67 10 0	..	26 17 9	..	..	Willetts, Ellen ..	..	F	78 0 0	..
Cook's River ..	6	34 10 0	..	3 3 9	..	..	Walsh, Kate ..	..	F	36 0 0	..
Donoghue's ..	9	54 6 0	..	3 16 6	..	..	Gates, Maria de B.	..	F	54 0 0	..
Gillespie's	2	18 0 0	..	0 2 3	..	..	Walsh, Norah ..	..	F	18 0 0	..
Haast	2	12 0 0	..	0 1 6	..	..	Harris, Nellie L. ..	..	F	12 0 0	..
Inter-Wanganui ..	8	45 0 0	..	2 3 3	..	..	Murphy, Theresa M.	..	F	48 0 0	..
Jackson	12	72 18 6	10 0 0	7 4 9	..	..	Leamy, Mary M. ..	..	F	78 0 0	10
Kaiangarua ..	5	36 0 0	..	0 4 6	..	..	Scott, Janet ..	..	F	36 0 0	..
Kawhaka	6	36 0 0	..	0 4 6	..	..	Simpson, Annie F.	..	F	36 0 0	..
Kokatahi, Upper ..	14	5 7 6	0 12 6	1 13 9	..	198 7 8	Baird, Jessie ..	..	F	84 0 0	10
Mahitahi	7	37 10 0	..	1 13 0	..	43 10 5	Mulveny, Mary E...	..	F	48 0 0	..
Okarito	5	66 15 0	..	3 1 6	..	..	McBride, Kate ..	..	F	66 0 0	..
Okuru	13	110 0 0	..	3 10 6	..	..	Saville, Alfred J. ..	Lic.	M	110 0 0	..
Otira, Lower ..	2	12 0 0	..	2 6 0	..	..	Aicken, Isabella J...	..	F	12 0 0	..
Rangiriri	9	60 0 0	..	10 16 6	..	..	Askenbeck, Lucretia J.	..	F	60 0 0	..
Ruatapu	10	16 0 0	..	1 15 3	..	228 9 3	Hogan, Theresa M.	..	F	66 0 0	..
Waitangi	5	42 0 0	..	5 1 0	..	..	Gibb, Henrietta C.	..	F	42 0 0	..
GRADE 1.											
Humphrey's ..	15	110 0 0	..	6 10 9	..	..	Wallace, Eliz. M. ..	Lic.	F	110 0 0	..
South Beach ..	10	101 19 3	..	5 8 9	..	..	Dixon, Ellenor ..	..	F	99 0 0	..
GRADE 2.											
Goldsborough ..	17	126 2 0	..	7 3 0	..	..	Mitchell, Rose Ann	..	F	117 0 0	..
Koiterangi	27	130 0 0	..	10 3 0	..	70 3 0	Martyn, Laura ..	Lic.	F	130 0 0	..
Kokatahi, Lower ..	21	130 0 0	20 0 0	16 18 9	..	..	McKinnon, Maud ..	E3	F	130 0 0	20
Kumara Junction ..	22	130 6 0	20 0 0	8 3 9	..	..	Harrison, Robert ..	D3	M	130 0 0	20
Otira, Upper ..	19	130 0 0	20 0 0	28 17 3	..	3 6 3	Thomson, M. M., Mrs.	D3	F	130 0 0	20
GRADE 3.											
Kanieri	33	144 0 0	..	12 1 7	..	..	Potts, Mary Jardine	D1	F	144 0 0	..
Stafford	24	149 0 8	..	43 12 0	..	..	Keys-Wells, Arth. P.	D4	M	144 0 0	..
GRADE 6.											
Arahura Road ..	56	263 6 0	..	56 4 9	..	..	Henderson, John J.	D1	HM	180 0 0	..
							Henderson, M., Mrs.	..	AF	85 0 0	..
Ross	56	270 11 6	..	40 18 3	..	..	Winchester, William	C1	HM	180 0 0	..
							Patrick, Anna ..	Lic.	AF	90 0 0	..
Woodstock	45	270 0 0	..	485 13 6	..	..	Mackay, William D.	D1	HM	180 0 0	..
							Mackay, Ida O., Mrs.	E1	AF	90 0 0	..
GRADE 10.											
Kumara and Dillman's	132	536 7 0	..	79 14 6	..	..	Seebeck, Albert H...	D1	HM	235 0 0	..
							Jamieson, Amy F...	D2	AF	130 0 0	..
							Stark, Elizabeth M.	D3	AF	115 0 0	..
							Bell, Mary Jane ..	D4	FP1	55 0 0	..
GRADE 13.											
Hokitika D.H.S. ..	287	805 0 0	..	103 8 2	..	54 10 0	Wake, Hugh G. ..	B1	HM	*275 0 0	..
							Barrett, Henry R. ..	D3	AM	175 0 0	..
							Ward, Esther ..	D1	AF	125 0 0	..
							Moore, Marguerite D.	E2	AF	115 0 0	..
							Goudie, Elizabeth M.	D4	FP5	*55 0 0	..
							Brown, Jane R. ..	..	FP4	60 0 0	..
							Williams, Henry ..	C1	Sec.	..	..
							Olliver, Margaret, B.A., B.SC.	..	Sec.	..	..
							Willetts, Elizabeth	..	Sec.	..	..
							Park, Jean ..	..	Sec.	..	..
Expenditure on schools not open in December, 1907—											
Mount Doughboy ..	..	..	..	..	..	20 0 0	..	..	..	..	..
Expenditure not classified—											
School requisites ..	..	..	..	26 0 6	..	..	..	..	..	..	..
Board's office ..	..	..	..	14 19 5	..	..	..	..	..	..	..
Unclassified ..	..	..	..	356 14 3	..	..	..	..	..	..	..
Totals ..	..	4,209 19 5	70 12 6	1,399 17 7	..	618 6 7	..	..	..	4,361 0 0	80

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Anama	14	100 0 0	10 0 0	12 8 9	..	..	Cameron, Mary ..	Lic.	F	90 0 0	10
Ashburton Forks ..	8	42 0 0	7 10 0	9 15 0	..	..	Wake, Mary F. ..	..	F	60 0 0	10
Barry's Bay ..	15	86 5 3	..	46 19 1	..	..	Duxbury, Caroline	D2	F	90 0 0	..
Spencerville ..	7	48 0 0	2 10 0	8 6 0	..	..	Todd, Gladys ..	..	F	48 0 0	..
Carew	7	60 0 0	10 0 0	9 0 0	..	..	McIver, Sarah ..	..	F	60 0 0	10
Charing Cross ..	14	110 0 0	..	39 16 8	..	..	Sandford, E. M. A.	E1	F	110 0 0	..
Clarence Bridge ..	7	48 0 0	2 10 0	8 6 0	..	..	McFarlane, P. G. M.	..	M	48 0 0	..
Culverden	15	89 0 0	10 0 0	12 5 4	..	..	Chapman, Lucy ..	D2	F	110 0 0	10
Dorie	16	95 16 7	8 2 11	16 4 6	..	..	Lawrence, Edith M.	D3	F	110 0 0	10
Ealing	10	63 12 4	..	9 9 7	..	..	White, Kate R. ..	Lic.	F	66 0 0	..
Elgin	16	110 6 8	..	17 13 0	..	..	Hill, Charlotte J. ..	D3	F	110 0 0	..
Flea Bay	5	38 10 0	..	..	..	..	Saunders, Marion D.	..	F	42 0 0	..
Flemington ..	11	117 13 11	..	10 14 9	..	..	Hempleman, D. J. C.	Lic.	F	110 0 0	..
Greenstreet ..	16	100 0 0	..	64 1 9	..	..	Barton, Mary E. ..	D4	F	110 0 0	..
Homebush	9	54 4 7	10 0 0	9 10 3	..	..	Cruden, Hettie ..	..	F	54 0 0	10
Hundalee	13	76 0 0	..	11 8 9	..	..	Lancaster, Thos. A.	..	M	78 0 0	..
Huntingdon ..	11	72 0 0	10 0 0	10 6 6	..	..	Clothier, Ada M. ..	..	F	72 0 0	10
Hurunui	10	66 17 2	..	35 0 9	..	..	Dalby, Margaret G.	..	F	72 0 0	..
Island Bay	10	60 0 0	7 10 0	1 11 8	..	..	Hastings, Evelyn A.	..	F	66 0 0	10
Kaituna	8	57 0 0	7 10 0	9 15 2	..	..	Dalby, Mary C. ..	..	F	54 0 0	10
Kyle	7	60 0 0	10 0 0	8 17 6	..	..	White, Alice E. ..	Lic.	F	60 0 0	10
Long Bay(1) ..	..	64 18 4	10 16 8	..	..	..	..	..	..	..	..
Newland	9	72 0 0	..	10 8 5	..	..	Whiteside, Edith J.	..	F	72 0 0	..
Port Levy	15	77 5 0	..	29 13 5	..	..	Bunt, Ruby Frances	..	F	85 0 0	..
Robinson's Bay ..	8	55 10 0	..	63 4 11	..	..	Holmes, Maude E.	..	F	54 0 0	..
Rokeby	14	82 10 0	10 0 0	13 7 3	..	..	Doherty, Kate ..	E3	F	90 0 0	10
Russell's Flat ..	15	97 0 0	..	19 4 7	..	..	Murphy, Ivy A. ..	Lic.	F	84 0 0	..
Seafield	8	60 0 0	..	9 0 0	..	..	Mulligan, Thomas..	E1	M	60 0 0	..
Seaview	13	85 2 0	10 0 0	10 19 9	..	..	Minnis, Lucy ..	..	F	78 0 0	10
GRADE 1.											
Ataahua	12	119 3 4	..	12 7 1	..	..	Scholes, Abraham ..	Lic.	M	110 0 0	..
Awaroa	18	110 0 0	10 0 0	13 12 0	..	..	McGettrick, Annie G.	C3	F	110 0 0	10
Broomfield	18	110 0 0	..	78 14 10	..	..	Townsend, Ethel M.	E2	F	110 0 0	..
Burnham	18	119 11 10	..	57 3 3	..	..	Wright, Emily H. A.	D5	F	110 0 0	10
Cashmere	22	109 0 4	9 18 3	27 0 11	..	..	Hodgson, Adèle ..	D2	F	110 0 0	10
Courtenay	15	110 0 0	..	14 4 7	..	..	Rankin, Elizabeth E.	D3	F	110 0 0	..
Glenroy	17	130 0 0	..	13 17 8	..	..	Webb, Fanny, A. ..	D3	F	130 0 0	..
Camla	17	130 0 0	12 10 0	12 18 6	..	..	Gillespie, Hilda W.	D3	F	130 0 0	10
Greta Valley ..	17	110 0 0	10 0 0	14 3 6	..	..	Wills, Mary ..	Lic.	F	110 0 0	10
Horsley Downs ..	20	110 6 9	10 0 0	15 5 2	..	..	Hampton, Elizab. A.	D5	F	110 0 0	10
Kaiapoi Island ..	12	110 0 0	..	14 19 6	..	..	Coleman, Frances	D4	F	110 0 0	..
Lismore	14	130 0 0	..	51 16 1	..	..	Smith, Edward ..	E4	M	130 0 0	..
Lowcliffe	17	110 0 6	..	14 14 6	..	..	Wardell, Alice M. ..	..	F	99 0 0	..
Mead	18	55 0 0	2 10 0	8 15 6	..	242 15 5	Cooper, Arthur ..	D2	M	110 0 0	10
Overdale	17	120 13 8	..	15 7 0	..	..	Halliburton, Mar. P.	D4	F	110 0 0	..
Pendarves	17	110 0 0	..	12 4 0	..	..	McMillan, Margaret	D3	F	110 0 0	..
Pigeon Bay ..	13	125 3 10	4 14 6	16 11 6	..	..	Sloan, Emily ..	E3	F	110 0 0	10
Kapuka	14	114 8 9	..	11 8 9	..	..	Charles, Mary J. ..	D4	F	110 0 0	..
Port Robinson ..	18	101 16 6	..	14 11 9	..	..	Dingwall, Elizabeth	..	F	99 0 0	..
Riverside	20	110 0 0	..	17 2 4	..	..	Anderson, Isabella..	D3	F	110 0 0	..
Selwyn	18	110 0 0	..	14 8 6	..	..	Christian, Amy J. ..	D2	F	110 0 0	..
Stoke	15	110 0 0	..	17 18 9	..	..	Baker, Minnie F. ..	D4	F	110 0 0	..
Summerhill ..	16	94 18 2	..	14 0 11	..	..	Rogers, Lily A. C. ..	..	F	99 0 0	..
The Peaks	16	116 13 4	12 10 0	13 14 4	..	..	Andrews, Ada H. ..	E4	F	110 0 0	10
Wakanui	20	125 9 0	..	15 3 1	..	..	Davidson, May ..	D3	F	110 0 0	..
Woodstock	19	106 19 7	10 0 0	14 13 0	..	..	Kealy, Catherine ..	..	F	99 0 0	10
GRADE 2.											
Alford Forest ..	19	144 0 0	..	71 4 2	..	..	Kircher, Marcelly ..	E3	F	144 0 0	..
Ashley Gorge ..	22	130 0 0	20 0 0	16 10 7	..	..	McMeehan, Cath. A.	D3	F	130 0 0	20
Aylesbury	20	130 0 0	..	16 16 3	..	..	Thompson, Emma E.	E3	F	130 0 0	..
Eiffelton	22	130 0 0	..	19 9 4	..	..	Meyenberg, Doretta J.	E3	F	130 0 0	..
French Farm ..	21	130 0 0	..	61 10 7	..	..	Stanley, Mary E. ..	Lic.	F	130 0 0	..
Halkett	22	130 0 0	..	36 2 8	..	..	Cooper, Edith M. ..	D3	F	130 0 0	..
Hapuku	21	124 8 4	17 10 0	29 2 8	..	..	Comerford, Flo. L.	E3	F	130 0 0	20
Hanmer Plains ..	24	130 0 0	20 0 0	20 9 9	..	..	Hare, Irene M. ..	D3	F	130 0 0	20
Kirikiri	25	130 0 0	20 0 0	19 1 5	..	..	Callaghan, Margt. M.	D3	F	130 0 0	20
Kowai Bush ..	20	130 0 0	..	22 0 5	..	..	Pavill, Harriet ..	D1	F	130 0 0	..
Little Akaloa ..	20	130 0 0	..	53 4 7	..	..	Hately, Sarah L. ..	Lic.	F	130 0 0	..
Chorlton	22	144 0 0	20 0 0	16 7 3	15 0 0	..	Duncan, Agnes ..	D2	F	144 0 0	20
Lyndhurst	22	119 17 0	15 16 8	16 11 5	..	..	Hight, Maud L. ..	D3	F	130 0 0	20
Mandeville Plains ..	24	144 0 0	..	16 13 5	..	..	Bussell, Lilian E. ..	E3	F	144 0 0	..
Medbury	23	130 0 0	..	20 0 9	..	..	Ladbrooke, Char. J.	D2	F	130 0 0	..
Mount Grey Downs..	22	130 0 0	..	75 9 6	..	..	Armstrong, Chris. M.	E3	F	130 0 0	..
Saltwater Creek ..	25	130 0 0	..	22 10 1	..	..	Fifield, Amy E. ..	D3	F	130 0 0	..
Scargill	7	117 0 0	17 10 0	86 4 4	..	27 1 6	Cameron, Duncan..	..	M	117 0 0	20

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Sedgemere	17	130 0 0	..	17 10 0	..	..	Metherell, Rosa M.	Lic.	F	130 0 0	..
Teddington ..	13	117 0 0	..	13 5 9	..	..	Calvert, Lily ..	..	F	117 0 0	..
View Hill	29	130 0 0	..	32 3 6	..	..	Dyson, Sarah E. ..	D2	F	130 0 0	..
Wainui	23	130 16 5	..	94 12 1	..	..	Peele, Mildred E. ..	..	F	117 0 0	..
Weedon's	29	131 3 4	..	46 0 4	..	..	Ellis, Leonard R. ..	E4	M	130 0 0	..
Westerfield ..	22	130 0 0	..	50 1 1	..	..	Kilner, Elizabeth D.	D3	F	130 0 0	..
West Melton ..	26	144 0 0	..	17 18 0	..	..	Silcock, Frederick A.	D3	M	144 0 0	..
GRADE 3.											
Ashton	28	144 0 0	..	18 7 6	..	..	Campbell, James B. I.	D2	M	144 0 0	..
Broadfield	24	144 0 0	..	16 17 2	..	..	Eagan, Victoria H. W.	D3	F	144 0 0	..
Bushside	30	145 0 0	..	72 7 6	..	..	Wilkinson, Catherine	C2	F	144 0 0	..
Carleton	27	144 0 0	..	29 5 5	..	..	Cowens, Janet ..	E2	F	144 0 0	..
Domett	31	132 0 0	..	66 12 6	..	..	Judkins, William E.	D4	M	144 0 0	..
Eyreton	29	160 0 0	..	18 18 9	..	..	McLennan, H. T. W.	D3	M	160 0 0	..
Fairton	29	144 6 3	25 0 0	19 13 1	..	..	Ormandy, Florence E.	C5	F	144 0 0	20
Governor's Bay ..	23	144 0 0	..	17 16 1	..	..	Budd, George W. E.	E3	M	144 0 0	..
Hororata	33	160 0 0	..	19 15 8	..	..	Quartermain, George	D2	M	160 0 0	...
Kimberley	23	144 0 0	..	23 5 7	..	..	Stewart, James ..	E2	M	144 0 0	..
Kirwee	27	160 0 0	..	20 2 8	..	..	Sloane, William J. ..	D2	M	160 0 0	..
Lauriston	28	144 0 0	..	17 16 9	..	..	Comer, Edith R. ..	D3	F	144 0 0	..
Hillside	29	157 19 2	20 0 0	18 8 10	..	..	Bell, Matilda ..	E2	F	144 0 0	20
Loburn North ..	24	144 0 0	..	67 2 5	..	..	Dalby, John S. ..	D2	M	144 0 0	..
Omihi	28	144 0 0	25 0 0	17 11 2	..	..	Dynes, Arabella ..	D2	F	144 0 0	20
Rotherham	26	160 0 0	..	18 9 1	..	..	Dickie, William ..	D2	M	160 0 0	..
Ruapuna	28	144 0 0	..	27 8 0	..	..	Müller, Nicolaus L. F.	E2	M	144 0 0	..
Wiakuku	27	132 0 0	..	44 10 7	..	..	Latham, Robert ..	D4	M	144 0 0	..
Winchmore ..	27	147 14 5	20 0 0	32 11 2	..	..	Smith, Rose M. ..	C1	F	144 0 0	20
GRADE 4.											
Balcairn	36	160 0 0	..	139 19 8	..	..	Berry, William ..	D2	M	160 0 0	..
Barrhill	30	160 0 0	..	21 3 9	..	..	Sayers, Mary A. ..	D3	F	160 0 0	..
Brookside	44	183 5 7	..	56 11 10	..	..	Brown, John B. ..	C3	HM	165 0 0	..
							Gruar, Alice L. W.	D5	AF	85 0 0	..
Chertsey	38	158 16 5	..	36 12 5	..	..	Campbell, John ..	D3	M	160 0 0	..
Dromore	29	173 6 8	..	22 12 3	..	..	Craig, Sarah M. ..	D1	F	160 0 0	..
Duvauchelle's Bay ..	33	160 0 0	..	22 1 11	..	..	Smith, Ellen ..	E3	F	160 0 0	..
Ellesmere	38	144 0 0	18 6 8	24 8 4	..	..	Hawke, Ernest ..	..	M	144 0 0	20
German Bay ..	41	160 0 0	..	73 7 11	..	..	Anderson, Carol. V.	D3	F	160 0 0	..
Greendale	38	160 0 0	..	22 4 11	..	..	North, Robert H. ..	D4	M	160 0 0	..
Killinchy	42	219 19 5	..	24 13 9	..	..	Warnock, Selina M.	D2	HF	160 0 0	..
							Mason, Rose H. ..	D5	AF	85 0 0	..
Le Bon's Bay ..	42	149 9 3	..	51 14 7	..	..	Sutcliffe, William ..	..	M	144 0 0	..
Loburn	27	160 0 0	..	25 7 0	..	..	Pavitt, Norman W.	D3	M	160 0 0	..
Longbeach ..	38	193 6 8	..	29 5 9	..	..	Watson, Joseph ..	E2	M	165 0 0	..
Mason's Flat ..	34	160 0 0	..	21 7 11	..	..	Wilkinson, Mary J.	E2	F	160 0 0	..
Midland Railway ..	45	178 19 4	20 0 0	23 11 7	..	40 9 0	Thompson, James ..	D1	HM	160 0 0	20
							Thompson, Annie E.	..	AF	85 0 0	..
Motukarara ..	34	173 6 8	..	21 2 8	..	..	Arnold, William H.	D1	M	160 0 0	..
Mount Somers ..	34	160 0 0	..	42 7 4	..	..	Cook, John ..	D2	M	160 0 0	..
South Malvern ..	29	160 0 0	..	21 1 7	..	..	Riordan, Annie W.	D2	F	160 0 0	..
Willowby	38	160 0 0	..	23 0 4	..	..	Watson, Joseph ..	E2	M	160 0 0	..
Winslow	31	160 0 0	..	57 9 9	..	..	Aldridge, George W.	D3	M	160 0 0	..
GRADE 5.											
Clarkville	43	270 0 0	..	43 5 11	..	..	Watson, Lancelot ..	D1	HM	180 0 0	..
							Hiatt, Fanny C. ..	D2	AF	90 0 0	..
Cooper's Creek ..	41	244 7 9	..	37 10 9	..	..	Rundle, Frederick T.	D3	HM	165 0 0	..
							Dalby, Louisa ..	..	AF	85 0 0	..
Darfield D.H.S. ..	52	165 0 0	..	30 15 1	..	314 10 6	Penlington, Benjamin	D1	HM	*165 0 0	..
							Williams, Flo. W. A.	C4	Sec.	..	..
Eyreton West ..	43	250 0 0	..	63 14 5	..	..	Boyce, William J. ..	D2	HM	165 0 0	..
							Dalziel, Catherine A.	D4	AF	85 0 0	..
Fernside	47	268 3 5	..	33 6 8	..	..	Pearson, Robert S.	D2	HM	165 0 0	..
							Parkin, Emily M. ..	D3	AF	85 0 0	..
Greenpark	48	255 18 1	..	27 6 0	..	..	Whitelaw, George ..	D2	HM	165 0 0	..
							Manifold, Dorothy ..	D3	AF	85 0 0	..
Highbank	46	270 0 0	..	26 3 3	..	..	Graham, Chas. H. E	E2	HM	180 0 0	..
							Graham, Julia A. ..	D3	AF	90 0 0	..
Hinds	47	250 0 0	..	91 10 3	..	..	Sheldon, James C. ..	E2	HM	165 0 0	..
							Greer, Ellen ..	D5	AF	85 0 0	..
Irwell	42	257 10 3	..	36 18 6	..	..	Cutler, Thomas E.	D2	HM	165 0 0	..
							Hodgson, Mabel E.	D3	AF	85 0 0	..
Leithfield	37	250 0 0	..	24 6 7	..	..	Anderson, George ..	D2	HM	165 0 0	..
							Parkin, Alice M. ..	Lic.	AF	85 0 0	..
Mayfield	42	250 0 0	..	62 19 1	..	..	Withell, Charles W.	D2	HM	165 0 0	..
							Patrick, Han. M. M.	E2	AF	85 0 0	..

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
Grade 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Okain's Bay	45	266 0 10	..	53 2 0	..	..	Thomas, Walter ..	D3	HM	165 0 0	..
							Barlow, Janet B. ..	..	AF	85 0 0	..
Rolleston	41	250 0 0	..	29 18 8	..	..	Pike, William H. ..	D2	HM	165 0 0	..
							Roberts, Georgina ..	E2	AF	85 0 0	..
Spotswood	46	249 13 7	..	36 3 11	..	..	Blain, Thomas [illegible].	D4	HM	165 0 0	..
							Morland, Mildred G.	..	AF	85 0 0	..
Springfield	45	250 5 7	..	24 4 2	..	..	Mater, John ..	D3	HM	165 0 0	..
							Ewart, Jane ..	D4	AF	85 0 0	..
Waikari	44	272 3 7	..	116 11 2	1 0 0	..	Stout, Thomas ..	D1	HM	180 0 0	..
							Nicholls, Dora ..	E4	AF	90 0 0	..
Springston South ..	37	165 0 0	..	21 0 1	..	..	Smith, Frederick ..	C2	M	165 0 0	..
Yaldhurst	41	250 0 0	..	63 0 0	..	..	Bowler, Frederick H.	D2	HM	165 0 0	..
							Martin, Mary J. ..	D3	AF	85 0 0	..
Redcliffs	48	59 14 0	..	37 13 0	..	582 2 3	Kirkpatrick, Wm. D.	C2	HM	165 0 0	20
							Kirkpatrick, Louisa J.	D3	AF	85 0 0	..
Grade 6.											
Annat	50	273 15 0	..	27 17 9	..	..	Dawe, James ..	B1	HM	180 0 0	..
							Hughes, Edith J. ..	Lic.	AF	90 0 0	..
Ashley	51	270 0 0	..	33 0 6	..	..	Grant, Henry A. ..	D2	HM	180 0 0	..
							Withell, Alice M. ..	E4	AF	90 0 0	..
Cust	58	270 0 0	..	30 8 8	..	..	Arnott, David ..	D2	HM	180 0 0	..
							Veitch, Anna E. ..	D3	AF	90 0 0	..
Ladbrookes	49	280 11 4	..	40 14 3	..	..	Morland, Charles J.	D2	HM	180 0 0	..
							Keir, Jessie A. ..	D4	AF	90 0 0	..
Lakeside	55	296 16 6	..	32 9 7	..	..	Jackson, Joseph ..	D2	HM	195 0 0	..
							Hoggins, Mary F. ..	C4	AF	90 0 0	..
Little River	62	275 12 6	..	32 11 10	..	..	Gillman, Herb. A. W.	C3	HM	180 0 0	..
							Webster, Eliz. N. ..	Lic.	AF	90 0 0	..
Springburn	44	270 0 0	..	100 9 9	..	..	Moses, William H. ..	D2	HM	180 0 0	..
							Milne, Euphemia ..	D3	AF	90 0 0	..
Grade 7.											
Bromley	86	290 0 0	..	107 11 9	..	..	Wilkinson, Henry R.	D2	HM	195 0 0	..
							Gilmour, Lily ..	D2	AF	95 0 0	..
Glentunnel	68	290 0 0	..	39 19 3	..	..	Benjamin, Frank ..	D2	HM	195 0 0	..
							Rogers, Bertha F. ..	D3	HM	95 0 0	..
Kaikoura Suburban ..	66	290 15 2	..	45 11 8	..	..	Allison, Herbert H.	D2	HM	195 0 0	..
							White, Janet A. ..	D2	AF	95 0 0	..
Malvern	62	315 0 0	..	30 19 9	..	..	Pole, Thomas L. P.	D2	HM	215 0 0	..
							Steele, Elizabeth ..	D3	AF	100 0 0	..
Oxford West	68	290 0 0	..	278 16 9	..	..	Harbidge, James ..	D2	HM	195 0 0	..
							Eyes, Itta L. ..	E3	AF	95 0 0	..
Springston	61	295 8 4	..	51 3 4	..	..	Allen, George F. ..	C1	HM	195 0 0	..
							Kime, Henrietta ..	D2	AF	95 0 0	..
Waiau	67	315 3 2	..	47 11 9	..	..	Polson, John G. ..	D2	HM	195 0 0	..
							Wallace, Emily ..	E3	AF	95 0 0	..
Grade 8.											
Amberley D.H.S. ..	88	320 5 2	..	99 0 7	..	..	Anderson, John ..	C1	HM	*215 0 0	..
							Stanton, Edith E. F.	E2	AF	105 0 0	..
							Hardey, Mary I. ..	C4	Sec.	..	..
Burwood	82	328 2 9	..	62 4 9	..	..	Davidson, George ..	D1	HM	215 0 0	..
							Spence, Mary L. ..	E2	AF	100 0 0	..
Doyleston	79	315 0 0	..	36 19 3	..	..	Walker, Joseph W. A.	D1	HM	215 0 0	..
							Metherell, Flo. R. S.	D4	AF	100 0 0	..
Dunsandel	67	315 6 6	..	33 14 2	..	..	Irvine, Thomas ..	D2	HM	215 0 0	..
							Rugstead, Doro. L.	D4	AF	100 0 0	..
Flaxton	77	335 6 1	..	34 18 9	..	..	Gilling, George ..	D2	HM	215 0 0	..
							Watson, Mary H. C.	D5	AF	100 0 0	..
Halswell	71	358 0 11	..	75 10 10	..	..	Guiney, Samuel P.	D2	HM	225 0 0	..
							Lezard, Ida ..	D2	AF	105 0 0	..
Leeston	87	323 10 2	..	153 19 7	..	..	Penlington, Henry F.	D1	HM	215 0 0	..
							Cook, Alice J. ..	E2	AF	105 0 0	..
Lincoln D.H.S. ..	73	315 0 0	..	82 13 5	..	..	Cookson, Arthur ..	D1	HM	*215 0 0	..
							Anderson, Rosaline	D3	AF	100 0 0	..
							Gibson, G. F., M.A.	..	Sec.	..	..
Marshland	87	318 10 3	..	77 19 0	..	..	Bowbyes, Alfred C.	D1	HM	215 0 0	..
							Noall, Alice G. ..	D3	AF	100 0 0	..
Sefton	77	315 0 0	..	79 3 7	..	..	Thomson, Hugh F.	D2	HM	215 0 0	..
							Brown, Grace ..	D2	AF	100 0 0	..
Tai Tapu	84	317 0 0	..	40 16 2	..	..	Maxwell, Alfred C. ..	D1	HM	215 0 0	..
							Picken, Jessie M. D.	D2	AF	100 0 0	..
Grade 9.											
Akaroa D.H.S. ..	92	331 10 4	14 8 8	948 4 6	..	..	Hall, Charles ..	C2	HM	*225 0 0	..
							Harland, Beatrice M.	D2	AF	105 0 0	..
							Gray, Alexander ..	A1	Sec.	..	..
Harewood	105	375 0 0	..	43 12 6	..	271 19 6	Twose, Richard J. H.	D1	HM	225 0 0	..
							Lockwood, Mabel ..	D3	AF	105 0 0	..
							Corsbie, Edith R. E.	E2	AF	(1)45 0 0	..

(1) Also receives £40 from the headmaster by special arrangement.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NORTH CANTERBURY—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 9—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Heathcote Valley	102	375 0 0	..	81 12 8	..	..	Stout, William	D1	HM	225 0 0	..
							Pavitt, Marie A.	D2	AF	105 0 0	..
							Scott, Jeannie	..	FP3	45 0 0	..
Kaikoura Town	117	365 0 0	..	55 1 11	..	..	West, William M.	C1	HM	225 0 0	..
							McLauchlan, M.J.R.	D3	AF	105 0 0	..
							Prince, Grace	..	FP2	35 0 0	..
Mackenzie	80	375 9 6	..	63 4 8	..	..	Baird, Samuel	D1	HM	225 0 0	..
							Steeds, Elizabeth B.	Lic.	AF	105 0 0	..
							Sustins, Nolan	..	MP3	45 0 0	..
Methven	95	385 0 0	..	39 17 9	..	..	Gillanders, James	D1	HM	225 0 0	..
							Willis, Eliza M.	E1	AF	105 0 0	..
							Wilson, David G.	..	MP4	55 0 0	..
Prebbleton	105	379 14 4	..	153 5 9	..	..	Kippenberger, Karl	C2	HM	225 0 0	..
							Lowe, Constance M.	D3	AF	105 0 0	..
							Eaglesome, Mary E.	..	FP3	45 0 0	..
Templeton	95	385 0 0	..	40 14 9	..	..	Sinclair, David	E2	HM	225 0 0	..
							Woodford, Kate S.	E2	AF	105 0 0	..
							Sinclair, Emilie J.	..	FP4	55 0 0	..
Tinwald	95	385 0 0	..	73 14 0	..	..	Culverhouse, George	C1	HM	225 0 0	..
							Bonnington, Rosa.	D2	AF	105 0 0	..
							Campbell, Martha	..	FP5	55 0 0	..
Woodend	106	385 1 10	..	59 1 9	..	..	Glanville, James E.	D1	HM	225 0 0	..
							Harvey, Matilda E.	D2	AF	105 0 0	..
							Chambers, Edwin S.	..	MP5	55 0 0	..
Wharenui	120	375 7 10	20 6 6	112 4 8	..	..	Alley, Frederick J.	C1	HM	225 0 0	30
							Ritchie, Annie	D2	AF	105 0 0	..
							Smith, Annie	..	FP5	55 0 0	..
Grade 10.											
Hornby	126	452 1 8	..	50 9 9	..	..	Dunnett, Andrew	E1	HM	235 0 0	..
							Menzies, Catherine	D2	AF	110 0 0	..
							McNally, May R.	..	FP3	45 0 0	..
							Berg, Frederick R.	..	MP1	45 0 0	..
Oxford East	130	450 0 0	..	50 18 0	..	..	Bourke, Charles	C1	HM	235 0 0	..
							Buchanan, Margaret	D2	AF	110 0 0	..
							Turner, Bircham R.	..	MP4	60 0 0	..
							Newport, Elizabeth	..	FP3	45 0 0	..
Rakaia South	124	407 7 4	..	62 3 5	..	..	Burns, Trevethan	D1	HM	265 0 0	..
							Chapman, Gertrude	D3	AF	110 0 0	..
							Leddy, Ann M.	..	FP1	25 0 0	..
							McLachlan, Colin J.A.	..	MP1	45 0 0	..
Southbrook	131	441 5 0	..	87 13 10	5 5 0	331 15 5	Borthwick, James B.	D1	HM	235 0 0	..
							Wilson, Grace E.	D3	AF	110 0 0	..
							Sullivan, Samuel H.	..	MP3	55 0 0	..
							Turner, Lillian	..	FP3	45 0 0	..
Sumner	98	448 12 4	..	53 9 4	..	..	Kerr, Matthew J.	D2	HM	235 0 0	..
							Budden, Amy H.	D2	AF	110 0 0	..
							Holton, Clarice M.	..	FP5	60 0 0	..
Grade 11.											
Lyttelton West	162	599 19 1	2 18 4	60 5 2	..	..	Ryder, Robert B.	C1	HM	250 0 0	..
							Pilliet, Francesca A.	D2	AF	130 0 0	..
							Meddins, Olive M.	C2	AF	115 0 0	..
							Harris, Myrtle D.	..	FP3	45 0 0	..
							Dyson, Ruth	..	FP3	55 0 0	..
Riccarton	172	604 14 0	..	76 5 8	..	..	English, Henry	E1	HM	250 0 0	..
							Joyce, Blanche	D2	AF	130 0 0	..
							Catto, Jane	D3	AF	115 0 0	..
							Jones, Violet M.	..	FP4	60 0 0	..
							Mottram, John	..	MP3	55 0 0	..
Elmwood	224	598 19 2	23 6 8	175 17 4	..	1,001 18 4	Sinclair, John R.	C1	HM	250 0 0	35
							Smith, Sarah E.	E1	AF	130 0 0	..
							Morrow, Fanny E.	D3	AF	115 0 0	..
							Slocombe, Mary A.	C5	AF	105 0 0	..
							Rout, Blanche E.	..	FP3	45 0 0	..
							Colthart, James	..	MP2	50 0 0	..
Southbridge D.H.S.	150	470 0 0	..	101 19 6	..	..	Gates, Thomas A.	D1	HM	*250 0 0	..
							Taylor, Elizabeth	D1	AF	130 0 0	..
							Tulloch, Elizabeth	D3	AF	90 0 0	..
							Glanville, Gert. M.	C1	Sec.	..	..
Spreydon	167	619 8 2	..	101 11 7	..	..	Hunnibell, Fred. W.	D1	HM	250 0 0	..
							Stephens, Mary M.	E2	AF	130 0 0	..
							Dash, Lucie	C4	AF	115 0 0	..
							Gates, Beatrice E.	..	FP4	60 0 0	..
							Moore, Maurice	..	MP3	55 0 0	..
Grade 12.											
Belfast	204	764 17 8	..	137 6 3	..	..	Balch, William	C1	HM	265 0 0	..
							Ritchie, Eliza J.	D1	AF	160 0 0	..
							Alley, Amy J.	E1	AF	120 0 0	..
							Saunders, Ann	D3	AF	105 0 0	..
							Voss, Ruby	..	FP4	60 0 0	..
							Ferguson, Lily	..	FP2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NORTH CANTERBURY—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 12—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Fendalton	163	746 5 0	..	64 8 3	..	..	Bullock, Samuel ..	D1	HM	265 0 0	..
							Tulley, Catherine M.	E2	AF	120 0 0	..
							Durose, Florence M.	D2	AF	105 0 0	..
							Iles, Harold ..	..	MP4	55 0 0	..
							Best, Winifred ..	..	FP3	45 0 0	..
New Brighton ..	252	720 0 0	..	81 1 0	..	161 2 6	Bishop, George W.	D2	HM	265 0 0	..
							King, Herbert W. ..	D2	AM	160 0 0	..
							Ormandy, Dora B. ..	E1	AF	120 0 0	..
							Pattrick, Cherrie L.	D2	AF	105 0 0	..
							Hanham, Dorothy ..	..	FP3	45 0 0	..
							McKinney, Charles	..	MP4	25 0 0	..
Papanui	244	762 1 8	..	114 10 3	..	..	Adams, John J., B.A.	B1	HM	265 0 0	..
							Ormandy, Guy N. ..	D3	AM	160 0 0	..
							Duncan, Mary ..	D2	AF	120 0 0	..
							Taylor, Mabel V. ..	D3	AF	105 0 0	..
							Down, Alice ..	..	FP4	55 0 0	..
							Wilkins, Cuthbert ..	..	MP4	60 0 0	..
GRADE 13.											
Hampstead ..	258	846 12 4	..	177 15 5	..	..	McLeod, John ..	C1	HM	275 0 0	..
							Chapman, Henry J.	D3	AM	175 0 0	..
							Fawcett, Lucy ..	D1	AF	125 0 0	..
							Porter, Catherine ..	D3	AF	115 0 0	..
							McRae, Alex. P. ..	..	MP4	55 0 0	..
							Smith, Florence E.	..	FP3	55 0 0	..
							White, Edith ..	..	FP2	35 0 0	..
Opawa	267	865 3 6	..	103 2 4	..	..	Petrie, George ..	C1	HM	275 0 0	..
							Shirlaw, David M.	B3	AM	175 0 0	..
							Banks, Charlotte M.	D2	AF	125 0 0	..
							Cradock, Mary A. ..	D2	AF	115 0 0	..
							Sherrard, William ..	..	MP5	60 0 0	..
							Broadhurst, Chris. S.	..	FP4	55 0 0	..
							Gibson, Inez R. ..	..	FP4	55 0 0	..
Phillipstown ..	285	626 13 4	40 0 0	117 10 11	..	..	Robinson, Sarah L.	D1	HF	190 0 0	40
							Menzies, Agnes ..	C2	AF	135 0 0	..
							Gilling, Julia ..	E3	AF	95 0 0	..
							Hewitt, Emma E. ..	E3	AF	85 0 0	..
							Opie, Ronald ..	..	MP2	50 0 0	..
							Compton, Gladys ..	..	FP2	35 0 0	..
							Clarkson, Margaret	..	FP2	35 0 0	..
GRADE 14.											
Rangiora	290	975 6 3	..	112 8 0	..	..	Ambrose, Thos. H. ..	B2	HM	290 0 0	..
							Thompson, Robert J.	D3	AM	190 0 0	..
							Menzies, Jeannie B.	D1	AF	130 0 0	..
							Webster, Isabella ..	D2	AF	125 0 0	..
							Wilkinson, Evel. M.	D2	AF	100 0 0	..
							Gillespie, Dorothy H.	..	FP4	55 0 0	..
							Rettalick, Robert T.	..	MP1	45 0 0	..
							Arnott, Lillian F. ..	..	FP3	45 0 0	..
GRADE 15.											
Kaiapoi D.H.S. ..	363	1,136 15 7	..	267 11 6	..	..	Bean, William D. ..	C1	HM	*300 0 0	..
							Gates, Thomas A. ..	D2	AM	205 0 0	..
							Blackwell, Charlot. E.	D1	AF	135 0 0	..
							Oram, Harry ..	D3	AM	135 0 0	..
							Stanley, Alice ..	C2	AF	110 0 0	..
							Luxton, Lucy B. ..	D4	AF	90 0 0	..
							Moore, Frederick H.	..	MP4	55 0 0	..
							Fairweather, Daisy	..	FP3	55 0 0	..
							Thwaites, Leonard J.	..	MP3	55 0 0	..
							Mayne, Arthur J. ..	B2	Sec.	..	..
Normal and Model D.H.S.	312	1,724 3 10	60 0 0	838 18 2	..	157 17 8	Aschman, Christo. T.	C1	HM	335 0 0	40
							White, George H. ..	C1	AM	275 0 0	..
							Starkiss, Harriet E.	D1	AF	200 0 0	..
							Garton, Wilfred W.	B3	AM	175 0 0	..
							Wagstaff, Jessie W.	D1	AF	175 0 0	..
							Grand, Ellen ..	D2	AF	125 0 0	..
							Ansley, Annie ..	D1	AF	115 0 0	..
							Bevin, Elizabeth E.	D2	AF	100 0 0	..
							Lynskey, Michael ..	C1	M	220 0 0	20
							McIlraith, James W.	C2	Sec.	..	..
GRADE 16.											
Lyttelton D.H.S. ..	408	1,200 6 1	..	264 10 6	..	..	Just, Emile W. ..	D1	HM	*320 0 0	..
							Voss, Johann ..	D1	AM	225 0 0	..
							Olliver, Mary E. ..	D2	AF	155 0 0	..
							Warner, Fred S. M.	D4	AM	140 0 0	..
							Hunter, Margaret ..	D2	AF	125 0 0	..
							Just, Leonie C. B. ..	D3	AF	105 0 0	..
							Morgan, Amy B. ..	..	FP4	55 0 0	..
							Webb, Eric N. ..	..	MP3	45 0 0	..
							Traynor, Marion O.	..	FP3	45 0 0	..
							Burley, William E.	B2	Sec.	..	..

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

NORTH CANTERBURY—*continued*.

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 17.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ashburton, and side school	428	1,449 14 11	..	198 0 8	..	..	McGregor, John W.	C1	HM	320 0 0	..
							Purchase, John E.	C1	AM	225 0 0	..
							Willis, Effie ..	E1	AF	155 0 0	..
							Whitehead, Louis G.	C4	AM	125 0 0	..
							Ormandy, Elsie M.	Lic.	AF	110 0 0	..
							Trezise, Mabel ..	D2	AF	145 0 0	..
							Hewitt, Maude L...	D4	AF	85 0 0	..
							Foster, Margaret G.	Lic.	AF	90 0 0	..
							Makeig, Grace H. ..	..	FP4	55 0 0	..
							Choat, Ethel R. ..	..	FP4	55 0 0	..
							Squire, Maud H. ..	..	FP3	55 0 0	..
Woolston	481	1,315 14 7	..	184 10 10	..	..	Binnie, Archibald ..	C1	HM	320 0 0	..
							Kennedy, William A.	C1	AM	225 0 0	..
							Barker, Annie E. ..	E1	AF	155 0 0	..
							Peacock, John ..	D4	AM	145 0 0	..
							Mills, Mahala C. ..	B2	AF	125 0 0	..
							Wardle, Charlotte E.	D2	AF	110 0 0	..
							Wood, Elizabeth A.	C4	AF	85 0 0	..
							Robertson, Hilda B.	..	FP4	55 0 0	..
							Bradley, Ida ..	..	FP3	45 0 0	..
							Yates, Edith F. ..	..	FP1	25 0 0	..
							Pratt, William S. ..	..	MP1	25 0 0	..
Grade 18.											
Addington	482	1,450 11 8	50 0 0	183 17 4	..	..	Seay, William N. ..	D1	HM	330 0 0	50
							Kennedy, Hans ..	D1	AM	235 0 0	..
							Shirtcliffe, Mary S.	E1	AF	165 0 0	..
							Morgan, Richard W.	D4	AM	150 0 0	..
							Beck, Elizabeth ..	D2	AF	135 0 0	..
							Leversedge, Edith M.	D3	AF	115 0 0	..
							Bowden, Bessie E. ..	D3	AF	95 0 0	..
							Walker, Gladys M.	..	FP4	55 0 0	..
							Down, William H.	..	MP3	45 0 0	..
							Seay, Alexandrina..	..	FP3	45 0 0	..
							Suckling, Gertrude	..	FP3	45 0 0	..
							Austin, Leslie ..	..	MP2	35 0 0	..
Grade 19.											
St. Albans	513	1,604 5 6	..	276 13 5	..	476 3 1	Sutherland, James	B1	HM	340 0 0	..
							Colee, Walter C. ..	A2	AM	235 0 0	..
							Douds, Martha ..	D2	AF	170 0 0	..
							Morland, Thomas A.	D3	AM	155 0 0	..
							Lawrence, Grace ..	D2	AF	145 0 0	..
							Newman, Mabel M.	D2	AF	120 0 0	..
							Partridge, Alice L...	D2	AF	105 0 0	..
							Hannan, Lilian C...	D2	AF	85 0 0	..
							Rogers, Mary H. ..	..	FP4	55 0 0	..
							Fletcher, Gertrude	..	FP4	55 0 0	..
							Turner, Nellie ..	..	FP3	45 0 0	..
							Fletcher, Thomas A.	..	MP3	45 0 0	..
							Sage, Constance M.	..	FP2	35 0 0	..
Waltham	531	1,582 2 7	..	460 19 3	..	..	Hughes, Thomas ..	B1	HM	340 0 0	..
							Douds, Thomas ..	C1	AM	235 0 0	..
							King, Annie D. ..	E1	AF	170 0 0	..
							Pratt, Colonel F. ..	D3	AM	155 0 0	..
							Reese, Jeanie ..	D2	AF	145 0 0	..
							Armstrong, Ella ..	D2	AF	120 0 0	..
							Wills, Mabel S. M. J.	D2	AF	105 0 0	..
							Allen, Ada M. ..	D4	AF	85 0 0	..
							Cornwell, Edith M.	..	FP4	55 0 0	..
							Hunter, Reginald M.	..	MP3	55 0 0	..
							Lucas, Annie L. ..	..	FP3	45 0 0	..
							Mills, Elsie ..	..	FP2	35 0 0	..
Grade 21.							Harvey, Frederick D.	..	MP2	35 0 0	..
Richmond	616	1,851 15 1	..	291 0 3	..	..	Brock, William ..	B1	HM	360 0 0	..
							Schneider, George..	C1	AM	240 0 0	..
							Spence, Annie W...	D1	AF	180 0 0	..
							Watson, Harold C. N.	C3	AM	170 0 0	..
							McGregor, Eliza. J.	E1	AF	155 0 0	..
							Smith, Mabel ..	D1	AF	130 0 0	..
							Sorensen, Marian J.	D2	AF	115 0 0	..
							Newton, Kate E. ..	D2	AF	105 0 0	..
							Lake, Emily M. ..	D3	AF	85 0 0	..
							Rapley, Ivy M. A. ..	..	FP5	60 0 0	..
							Robson, Bertha ..	..	FP4	55 0 0	..
							Hay, Jessie F. ..	..	FP4	55 0 0	..
							Bowden, John ..	..	MP3	45 0 0	..
							Osborn, Ernest G. ..	..	MP3	45 0 0	..
							Bain, Constance ..	..	FP3	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 27.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Christchurch West D.H.S.	825	2,332 10 0	..	753 12 10	..	..	Hardie, Charles D.	B1	HM	*395 0 0	..
							Menzies, Peter ..	B1	AM	250 0 0	..
							Grant, Mary A. ..	E1	AF	210 0 0	..
							Smith, James E. R.	C1	AM	200 0 0	..
							Menzies, Margaret	D1	AF	180 0 0	..
							Revell, Percy ..	D3	AM	160 0 0	..
							Morrison, Margaret P.	D1	AF	140 0 0	..
							Allard, Charles W...	D4	AM	130 0 0	..
							Thompson, Ethel ..	D2	AF	120 0 0	..
							Rutledge, Mary W.	D2	AF	110 0 0	..
							Williams, Verona B.	D5	FP4	55 0 0	..
							Foster, Sylvia M. ..	D4	FP4	55 0 0	..
							Kininmonth, H. M.	..	FP4	55 0 0	..
							Ritchie, Helen ..	..	FP3	45 0 0	..
							Dobson, Myra ..	..	FP3	45 0 0	..
							Archey, Gilbert E...	..	MP3	55 0 0	..
							Spence Annie ..	..	FP3	45 0 0	..
							Bartrum, Charlt. A. D.	..	FP3	55 0 0	..
							Waller, Frances D.	B1	Sec.	..	..
							Hansard, George A.	C4	Sec.	..	..
							Wilkinson, Maria L., B.A.	..	Sec.	..	..
							Malcolm, Thornt. G.	C1	Sec.	..	..
							Hassell, Edith G. ..	B5	Sec.	..	..
Sydenham	865	2,688 8 5	..	417 8 9	..	..	Mayne, James B. ..	B1	HM	390 0 0	..
							McGallon, Thos. G.	C1	AM	250 0 0	..
							Hall Mary ..	E1	AF	210 0 0	..
							Malcolm, Robert A.	D2	AM	200 0 0	..
							Harrison, Nellie ..	D2	AF	180 0 0	..
							Irwin, Samuel J. ..	D3	AM	160 0 0	..
							Baldwin, Ada ..	C2	AF	140 0 0	..
							Hunnibell, Arthur..	D2	AM	130 0 0	..
							Duncan, Robena ..	D2	AF	120 0 0	..
							Morrison, Mary J ..	D2	AF	110 0 0	..
							Watson, Margaret R.	D2	AF	95 0 0	..
							Adams, Mary A. ..	D2	AF	90 0 0	..
							Pearson, Florence ..	D2	AF	85 0 0	..
							Barrell, Arthur F...	D5*	MP5	55 0 0	..
							Carter, Elsie ..	..	FP4	55 0 0	..
							Webster, Janet ..	..	FP4	60 0 0	..
							Smith, Ethelwyn M.	..	FP4	55 0 0	..
							Denne, Archibald H.	..	MP4	55 0 0	..
							Lockwood, Helena J.	..	FP3	55 0 0	..
							Large, Elsie A. ..	..	FP3	45 0 0	..
							Jull, Gladys ..	..	FP2	35 0 0	..
							(Vacant)	..	..	..	..
GRADE 34.											
Christchurch East: Gloucester Street	1111	3,071 15 6	50 0 0	339 7 5	..	..	Owen, Sydney C. ..	B1	HM	400 0 0	50
							Evans, Francis T. ..	C1	AM	250 0 0	..
							Chaplin, Emily A. ..	B1	AF	210 0 0	..
							Kennedy, John S...	C1	AM	200 0 0	..
							Menzies, Annie J. ..	D1	AF	180 0 0	..
							Cookson, Walter G.	D2	AM	160 0 0	..
							Wauchop, Eliz. L.	D2	AF	140 0 0	..
							Kidson, George R.	C4	AM	130 0 0	..
							Kent, Helen M. ..	D3	AF	120 0 0	..
							Aiken, Janet M. ..	D4	AF	110 0 0	..
							Gilmour, Ruth ..	D2	AF	140 0 0	..
							Williams, Nellie G.	D4	AF	105 0 0	..
							Snowball, Laura E.	D4	AF	90 0 0	..
							Lyons, Esther D. ..	Lic.	AF	90 0 0	..
							Wilson, Ruth ..	..	AF	85 0 0	..
							Blank, Albert R. ..	..	MP4	55 0 0	..
							Sapsford, Elsie F L.	..	FP4	55 0 0	..
							Bisset, Caroline A. M.	..	FP4	55 0 0	..
							Rogers, Emma ..	..	FP4	55 0 0	..
							Ambrose, Clarice M.	..	FP4	60 0 0	..
							Foster, Frances H. H.	..	FP3	45 0 0	..
							Arnold Cuthbert ..	..	MP3	55 0 0	..
							Wauchop, Margt. S.	..	FP3	45 0 0	..
							Livingstone, Ethel	..	FP3	45 0 0	..
							Wauchop, William	..	MP3	45 0 0	..
							Whitcombe, Myra..	..	FP3	45 0 0	..
							Lloyd, Ada C. ..	..	FP3	45 0 0	..
							Ryland, Florence H.	..	FP2	85 0 0	..

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

NORTH CANTERBURY—*continued*.

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Schools not open in December, 1907—		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Charteris Bay ..	..	..	..	5 16 0	..	..	..	..	..	..	..
Clarence Estate ..	..	13 10 0	..	..	..	..	..	..	..	..	..
Eskvale	..	..	..	0 9 0	..	..	..	..	..	..	..
Rakaia, Little ..	..	10 0 0	..	3 3 6	..	..	..	..	..	..	..
Linwood North ..	..	..	..	6 0 0	..	..	..	..	..	..	..
Expenditure not classified—											
Auditing school committee's accounts	..	..	..	30 0 0	..	..	..	..	..	..	..
Architect ..	..	..	..	419 13 11	..	..	..	..	..	..	..
Foreman carpenter	..	..	..	204 19 1	..	..	..	..	..	..	..
Insurance of casual labour	..	..	..	6 15 0	..	..	..	..	..	..	..
School apparatus ..	..	..	..	301 2 1	..	..	..	..	..	..	..
Sale of school property: Pigeon Bay main house ..	..	..	..	118 1 6	..	..	..	..	..	..	..
Single desks ..	..	..	..	41 10 6	..	..	..	..	..	..	..
Totals ..	..	63,490 17 4	728 15 10	14,801 14 10	21 5 0	3557 15 2	..	..	..	63,184 0 0	765

SOUTH CANTERBURY.

1 Name of School.	2 Average for the Year 1907.	3	4	5	6	7	8	9	10	11	12
Grade 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Gapes Valley ..	12	78 0 0	10 0 0	10 19 6	..	..	Tod, Winifred Jane	Lic.	F	78 0 0	10
Gray's Corner ..	12	78 0 0	10 0 0	7 9 6	..	..	Hinch, Alice ..	..	F	78 0 0	10
Hakataramea ..	16	130 0 0	..	8 4 6	..	..	Newland, Edwin J.	D4	M	130 0 0	..
Kakahu Bush ..	16	84 1 0	..	9 12 6	..	..	White, Angusina M.	Lic.	F	90 0 0	..
Kapua	13	99 0 0	..	8 12 6	..	..	Anderson, Margaret	..	F	99 0 0	..
Orari Gorge ..	12	75 0 0	10 0 0	6 18 0	..	..	Orr, Charlotte E. ..	E4	F	72 0 0	10
Pleasant Valley ..	16	90 10 0	..	7 9 6	..	..	Ritchie, Eliz. M. ..	D5	F	90 0 0	..
Rosewill	16	94 11 8	10 0 0	7 12 0	..	..	Thompson, Agnes ..	Lic.	F	110 0 0	10
Skipton	15	87 10 0	10 0 0	6 6 6	..	..	Carter, Lucy Ann ..	Lic.	F	84 0 0	10
Te Moana	12	84 3 1	9 2 1	10 9 10	..	..	Arnott, Georgina ..	..	F	85 0 0	10
Totara Valley ..	9	46 10 0	..	50 13 5	..	..	Balfour, Isabell ..	..	F	48 0 0	..
Grade 1.											
Arundel	13	130 0 0	10 0 0	10 11 6	..	..	Wharton, Mary ..	E4	F	130 0 0	10
Burke's Pass ..	18	117 0 0	..	17 19 10	..	..	MacLeod, Barbara A.	..	F	117 0 0	..
Chamberlain ..	16	110 0 0	..	19 19 4	..	..	Stevenson, Eliz. M.	E4	F	110 0 0	..
Clandeboye ..	20	100 16 8	..	25 3 0	..	..	Malling, Francesca	..	F	99 0 0	..
Hakataramea Valley	18	99 0 0	..	10 6 0	..	0 7 0	Hanley, Patrick ..	..	M	99 0 0	..
Orton	17	110 0 0	..	39 12 5	..	..	Waugh, Agnes, Mrs.	D3	F	110 0 0	..
Orari Bridge ..	15	110 0 0	..	10 6 0	..	..	le Fleming, Jeanette	D2	F	110 0 0	..
Otaio	21	130 0 0	..	43 13 1	..	..	Mackay, C. F., Mrs.	E2	F	130 0 0	..
Rangatira Valley ..	14	130 0 0	10 0 0	33 1 0	..	..	Baragwanath, John	D2	M	130 0 0	10
Rangitata Island ..	13	110 10 0	10 0 0	10 15 6	..	..	Gough-Gubbins, Margaret, Mrs.	Lic.	F	110 0 0	10
Scotsburn	16	110 0 0	..	32 14 0	..	..	Cameron, Jessie F. L.	Lic.	F	110 0 0	..
Grade 2.											
Adair	35	130 0 0	20 0 0	24 0 7	..	..	Jones, Frances I. ..	D3	F	130 0 0	20
Ashwick Flat ..	21	144 0 0	..	12 11 0	..	..	Matheson, Dorothy E.	D3	F	144 0 0	..
Belfield	21	130 0 0	..	12 11 0	..	..	McIlroy, Annie L.	D2	F	130 0 0	..
Esk Valley ..	22	144 0 0	..	16 10 11	..	..	Renton, William ..	D2	M	144 0 0	..
Fairview	26	144 0 0	..	20 10 7	..	..	Johnson, Helen C. W.	D2	F	144 0 0	..
Kohika	18	144 0 0	20 0 0	23 1 10	..	..	Yates, William M...	D2	M	144 0 0	20
Opihi	21	130 0 0	..	19 15 6	..	..	McKenzie, Ida B. ..	D3	F	130 0 0	..
Rangitata Station ..	18	130 0 0	..	37 9 6	..	..	Kelcher, Annie, Mrs.	D3	F	130 0 0	..
Salisbury	16	144 0 0	20 0 0	12 14 6	..	..	White, Katharine ..	D2	F	144 0 0	20
Te Ngawai	19	130 0 0	..	15 10 2	..	..	Sheard, Fanny ..	C3	F	130 0 0	..
Tycho	19	115 13 9	17 15 11	18 3 7	..	..	Dewar, Janet ..	D1	F	130 0 0	20
Waihaorunga ..	22	130 0 0	..	116 12 6	..	..	Bannerman, William	D2	M	130 0 0	..
Grade 3.											
Cave	27	144 0 0	..	52 14 0	..	..	Foster, William E.	D1	M	144 0 0	..
Lyalldale	25	144 0 0	20 0 0	27 10 0	..	..	Oxby, Annie E. ..	D2	F	144 0 0	20
Redcliff	28	144 0 0	..	29 8 6	..	..	Goodeve, Henry E.	C1	M	144 0 0	..
Southburn	29	144 0 0	15 12 11	16 9 0	..	337 10 0	Cumming, Eliza ..	E2	F	144 0 0	..
Sutherlands ..	27	144 0 0	..	18 10 0	..	..	Munro, Donald ..	B2	M	144 0 0	..
Waihao Downs ..	30	144 0 0	..	48 11 10	..	..	McCarthy, Mary A. R.	C2	F	144 0 0	..
Waikakahi	26	129 12 0	..	30 10 6	..	..	Bannerman, Edward	..	M	129 12 0	..
Waitohi Flat ..	21	144 0 0	..	14 5 0	..	..	McIntyre, Hugh ..	D1	M	144 0 0	..
Willowbridge ..	23	144 0 0	20 0 0	21 5 0	..	..	Goldsman, George J.	D5	M	144 0 0	20

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

SOUTH CANTERBURY—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3	4	5	6	7	8	9	10	11	12
Name of School.	Average for the Year 1907.	Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	Teachers' House Allowances.	Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	Rent of School Buildings.	New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
GRADE 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Cricklewood	34	160 0 0	..	16 0 0	..	15 5 0	Todd, David T.	D2	M	160 0 0	..
Hazelburn	26	160 0 0	..	21 0 0	..	..	Henderson, Alex.	C4	M	160 0 0	..
Hook	33	160 0 0	..	37 5 3	..	..	Ford, Margaret	D2	F	160 0 0	..
Silverstream	33	160 0 0	..	61 11 6	..	..	Jones, M. F., Mrs.	D2	F	160 0 0	..
Waitaki	39	165 0 0	12 14 10	17 11 6	..	364 6 0	Bringans, Robert	D3	M	165 0 0	..
GRADE 5.											
Claremont	47	250 0 0	..	53 19 1	..	100 0 0	Black, Flora L.	D1	HF	165 0 0	..
							Williamson, Agnes	..	AF	85 0 0	..
Glenavy	42	250 0 0	..	27 18 0	..	..	Gilmour, William O.	D3	HM	165 0 0	..
							Alexander Anne E.	D3	AF	85 0 0	..
Hilton	34	239 7 6	..	39 8 2	..	..	Morris, Gerald	D2	M	165 0 0	..
Hunters	41	250 0 0	..	45 1 6	..	..	McIntyre, Isabella	D2	HF	165 0 0	..
							Middleton, May I.	D4	AF	85 0 0	..
Kingsdown	52	250 0 0	..	31 4 2	..	..	Stewart, Robert	D2	HM	165 0 0	..
							Stewart, Helen T.	D3	AF	85 0 0	..
Pareora	22	195 16 1	5 16 8	554 15 1	..	..	Tomlinson, Thos. E.	C2	M	160 0 0	..
Waituna Creek	51	250 0 0	..	18 8 0	..	..	Menzies, John	E2	HM	165 0 0	..
							Bruce, Anne	D2	AF	85 0 0	..
Washdyke	46	270 0 0	..	21 16 11	..	..	Cooke, Montague P.	D2	HM	180 0 0	..
							Ray, Mabel A.	D4	AF	90 0 0	..
GRADE 6.											
Hannaton	51	269 11 8	..	23 12 8	..	..	Walsh, James P.	D1	HM	180 0 0	..
							Turner, Grace	Lic.	AF	90 0 0	..
Makikihi	51	266 15 0	..	24 17 0	..	..	Goodall, Alexander	D2	HM	180 0 0	..
							Freeman, Martha F.	E3	AF	90 0 0	..
Milford	48	270 0 0	..	19 17 0	..	..	Glanville, William J.	E2	HM	180 0 0	..
							Lawlor, Mary K.	E3	AF	90 0 0	..
Seadown	54	290 0 0	..	40 12 0	..	..	Schmedes, Cornel. F.	D1	HM	195 0 0	..
							Oliver, Amy E.	D3	AF	95 0 0	..
Springbrook and Pareora East (side)	68	286 11 5	..	33 8 11	7 10 0	..	Browne, William	D2	HM	180 0 0	..
							Hope, Julia A.	D3	AF	90 0 0	..
							Squire, Ethel	..	FP3	45 0 0	..
Woodbury	51	270 0 0	..	34 8 0	..	..	Pilkington, Geo. M.	D2	HM	180 0 0	..
							Hosking, Blanche B.	E4	AF	90 0 0	..
GRADE 7.											
Albury	62	290 0 0	..	27 15 6	..	..	Lindsay, Alexander	D1	HM	195 0 0	..
							Lindsay, Jean G.	E1	AF	95 0 0	..
St. Andrew's	77	290 0 0	..	116 17 3	..	..	Hawkes, Richd. N. N.	D1	HM	195 0 0	..
							Ker, Marion A.	D5*	AF	95 0 0	..
GRADE 8.											
Morven	83	315 0 0	..	27 3 6	..	..	Clark, Robert B.	B2	HM	215 0 0	..
							Smart, Alice R.	C3	AF	100 0 0	..
Orari South	76	315 0 0	..	24 7 6	..	..	Corbet, William	D2	HM	215 0 0	..
							Platts, Lilian N. C.	D4	AF	100 0 0	..
Wai-iti	77	313 6 8	..	34 2 7	..	..	Greaves, Joseph	D1	HM	215 0 0	..
							Ziesler, Frieja L.	Lic.	AF	100 0 0	..
Winchester	76	315 0 0	..	24 2 9	..	..	Kalaugher, James P.	C1	HM	215 0 0	..
							Aimers, Amelia	D1	AF	100 0 0	..
GRADE 9.											
Fairlie	91	385 0 0	..	52 1 9	..	..	Wallace, Jno. R., B.A.	B2	HM	225 0 0	..
							Lindsay, Jane	C4	AF	105 0 0	..
							Caskey, Margaret	..	FP4	55 0 0	..
GRADE 11.											
Geraldine D.H.S.	173	615 0 0	..	721 4 1	78 0 0	..	Montgomery, Jno. R., M.A.	B1	HM	*250 0 0	..
							King, Esther A., M.A.	A4	Sec.	..	..
							Hughes, Alice M.	C2	AF	130 0 0	..
							Pearson, Mia Owen	E2	AF	115 0 0	..
							Wright, Roberta	..	FP4	60 0 0	..
							Parr, Cuthbert	..	MP4	60 0 0	..
Pleasant Point D.H.S.	181	500 0 0	..	48 14 3	..	..	Thomas, William, B.A.	B1	HM	*250 0 0	..
							Irwin, Major Geo.	D2	Sec.	..	..
							Haskell, Amy E.	E2	AF	130 0 0	..
							Yesberg, Sarah	..	FP4	60 0 0	..
							Sutherland, Eliz. J.	D5*	FP5	60 0 0	..
GRADE 12.											
Timaru South	273	780 8 7	..	296 0 2	..	..	Valentine, J. A., B.A.	B1	HM	265 0 0	..
							Marriott, William G.	D3	AM	160 0 0	..
							Fyfe, Jessie	D1	AF	120 0 0	..
							Campbell, Alice E.	D3	AF	105 0 0	..
							Stewart, Jeanie D.	..	FP5	55 0 0	..
							Blue, Jessie	..	FP2	50 0 0	..
							Bennett, William	..	MP3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 14.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waimataitai ..	300	980 0 0	..	141 11 9	..	..	Wood, John ..	D1	HM	290 0 0	..
							Werry, Alfred E. ..	D2	AM	190 0 0	..
							Rowley, Elizabeth M.	E1	AF	130 0 0	..
							Fyfe, Evelyn ..	D1	AF	125 0 0	..
							Pearson, Agnes A. ..	D2	AF	100 0 0	..
							Byers, Mary H. ..	D3	AF	90 0 0	..
							Buchanan, Marion A.	..	FP4	55 0 0	..
GRADE 16.											
Temuka D.H.S. ..	366	1,151 6 7	..	79 7 9	..	..	McLeod, Murd., B.A.	B1	HM	*300 0 0	..
							McCaskill, D., B.A.	B1	Sec.	..	..
							Reid, Jessie B., B.A.	B3	Sec.	..	..
							Smart, John T. ..	D2	AM	205 0 0	..
							Phillips, Leonora M.	E1	AF	135 0 0	..
							Scott, Annie ..	D2	AF	135 0 0	..
							Gorman, Annie ..	D2	AF	110 0 0	..
							McLean, Elizabeth	D2	AF	90 0 0	..
							Metson, James ..	..	MP5	55 0 0	..
							O'Connor, Maurice J.	..	MP4	60 0 0	..
							Gray, Louie ..	..	FP4	60 0 0	..
GRADE 17.											
Waimate D.H.S. ..	411	1,245 9 2	..	223 3 2	..	..	Pitcaithly, Geo., B.A.	B1	HM	*320 0 0	..
							Laing, T. M. M., B.A.	B2	Sec.	..	..
							Foweraker, Chas. E.	C4	Sec.	..	..
							Goldstone, Charles J.	C2	AM	225 0 0	..
							Crawford, Mary H.	D1	AF	155 0 0	..
							McKenzie, George S.	D4	AM	145 0 0	..
							Smart, Margt. A. L.	D2	AF	125 0 0	..
							Bruce, Sarah C. ..	E2	AF	110 0 0	..
							Lyall, William C. ..	..	MP4	60 0 0	..
							Coltman, Arch. R.	..	MP3	45 0 0	..
							Miller, Annie ..	..	FP5	55 0 0	..
GRADE 21.											
Timaru Main ..	661	1,845 6 8	..	338 5 0	..	..	Dalglish, Gilbt., B.A.	B1	HM	360 0 0	..
							Collins, Charles F...	D1	AM	240 0 0	..
							Avison, Martha ..	E1	AF	180 0 0	..
							Fleming, James J. W.	D2	AM	170 0 0	..
							Shirtcliffe, Clara I.	E2	AF	130 0 0	..
							Donohue, Edward ..	..	AM	139 10 0	..
							Sibly, Clara A. C. ..	E2	AF	115 0 0	..
							Smith, Ellen C ..	D3	AF	105 0 0	..
							Hall-Jones, Harriet	D4	AF	85 0 0	..
							McIntyre, John ..	..	MP3	55 0 0	..
							Ferrier, Ethel ..	..	FP4	55 0 0	..
							McHutcheson, Elsie	..	FP4	55 0 0	..
							McCahon, Marie R.	..	FP3	45 0 0	..
							Maurice, Frank ..	..	MP3	55 0 0	..
							Dare, Constance H.	..	FP4	55 0 0	..
Expenditure not classified—											
Architect's commission	..	..	..	193 18 10	..	51 7 0	..	..	..	..	..
Unclassified ..	..	..	..	48 14 6	..	..	..	..	..	..	..
Totals ..	..	18,855 7 6	241 2 5	4,497 10 0	85 10 0	868 15 0	..	..	..	18,830 2 0	210

OTAGO.

Name of School.	Average for the Year 1907.	Teachers' Salaries	Teachers' House Allowances	Other Ordinary Expenditure	Rent of School Buildings	New Buildings, &c.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary	For Teachers' House Allowances
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ahuriri Flat ..	10	49 10 0	..	8 6 0	..	..	McKenzie, Mary ..	..	F	54 0 0	..
Akatore Coast ..	8	54 0 0	..	8 6 9	..	..	Green, Alice Mary ..	..	F	54 0 0	..
Allendale(1)	..	12 0 0	..	0 3 0	..	..	..	..	..	..	..
Arthurton	12	73 10 0	..	8 9 0	..	..	Taylor, Anne ..	..	F	72 0 0	..
Barewood	7	27 0 0	..	2 6 11	..	..	Burnside, Elizabeth	..	F	36 0 0	..
Bendigo	7	36 0 0	..	0 8 6	..	..	Beattie, Helen M. ..	..	F	42 0 0	..
Circle Hill	8	60 0 0	..	9 17 6	..	..	Wilson, Fred Hardy	..	M	60 0 0	..
Clydevale	17	105 0 0	10 0 0	10 10 6	..	..	Mitchell, Jessie McF.	C4	F	110 0 0	10
Ettrick	15	89 15 0	..	9 1 3	..	175 16 10	Hawke, John Peter	..	M	99 0 0	..
Glenore	11	66 0 0	..	8 8 3	..	..	Bremner, F. M. J.	..	F	66 0 0	..
Hillend	11	85 10 0	..	36 7 10	..	..	Johnstone, Cath. S.	Lic.	F	84 0 0	..
Ida Valley	11	24 3 10	..	3 6 3	..	..	Bremner, Hannah ..	..	F	66 0 0	..
Inch Valley ..	10	55 10 0	10 0 0	6 6 9	..	..	Gibson, Ellen ..	..	F	54 0 0	10
Island Cliff	16	100 0 0	..	10 11 3	..	..	de Lambert, Ethel G.	D4	F	110 0 0	..

(1) Closed, 30th June, 1907.

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

OTAGO—*continued*.

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 0—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d	£
Kakapuaka.. ..	12	64 18 4	..	8 7 6	..	..	Wylie, Clare Eliz...	..	F	78 0 0	..
Kia Ora	13	34 5 8	5 3 9	4 0 0	..	435 2 4	McIvor, Margt. J. ..	..	F	66 0 0	10
Kuriwao	8	48 0 0	..	8 5 3	..	..	Gillespie, Sarah ..	..	F	48 0 0	..
Kuri Bush	10	85 0 0	..	53 15 7	..	..	Ross, Sophia ..	..	F	85 0 0	..
Kyeburn Diggings ..	13	79 10 0	..	6 9 9	..	..	Dillon, F. L., Mrs.	E3	F	78 0 0	..
Kokonga	11	66 0 0	..	30 4 1	..	..	Swan, George ..	..	M	72 0 0	..
Luggate	15	72 3 3	..	9 8 3	..	..	Tizard, Florence L. J.	..	F	85 0 0	..
Macrae's	13	88 6 9	..	29 7 6	..	..	Bremner, Andrew H.	..	M	84 0 0	..
Makarora	7	65 13 11	..	4 9 9	..	..	Barclay, Lily S. ..	..	F	78 0 0	..
Manuka Creek ..	15	85 10 0	..	21 15 5	..	..	Sutherland, M. A. ..	Lic.	F	90 0 0	..
Merton	13	110 0 0	..	9 1 3	..	..	Anderson, Ann C. ..	D4	F	110 0 0	..
Moa Flat	7	21 0 0	..	2 0 0	..	513 14 6	Ellis, Frances E. ..	..	F	42 0 0	..
Mount Cargill ..	11	97 10 0	..	8 11 3	..	..	Gillespie, Margaret	..	F	85 0 0	..
Mount Stuart ..	9	66 0 0	..	8 8 3	..	..	Beattie, Nellie M. ..	Lic.	F	66 0 0	..
Nevis	11	66 0 0	..	8 7 6	..	..	Birch, Helen ..	..	F	60 0 0	..
Nugget Point ..	7	36 12 7	..	0 3 9	..	..	Park, Frances ..	..	F	48 0 0	..
Pomahaka Downs ..	11	98 10 0	..	15 8 9	..	..	McDougall, Isabel..	..	F	(1)112 0 0	..
Port Molyneux ..	13	52 0 0	..	65 11 6	..	..	Grono, Violet A. R.	..	F	78 0 0	..
Puketoi	2	12 0 0	..	0 1 6	..	..	Rowlandson, Rebec.	..	F	12 0 0	..
Purakauiti	13	67 10 0	..	8 9 0	..	..	Gray, Margaret ..	..	F	78 0 0	..
Saddle Hill ..	13	74 1 1	..	43 12 3	..	..	Hammond, Dinah L.	Lic.	F	78 0 0	..
Stoneburn	10	57 0 0	..	6 6 0	..	..	Smith, Betsy Harley	..	F	66 0 0	..
Table Hill	8	49 10 0	..	4 6 0	..	..	Monfries, Abigail ..	..	F	54 0 0	..
Tahora	3	42 0 0	..	4 5 3	..	..	Harrison, Catherine	..	F	42 0 0	..
Tapui	8	48 0 0	..	0 5 3	..	..	Keys, Blanche Maud	..	F	54 0 0	..
Tarras	6	38 10 0	..	0 5 3	..	..	Ewart, Hannah ..	..	F	42 0 0	..
Tawanui	7	38 10 0	..	0 5 3	..	..	Cooper, Agnes ..	..	F	42 0 0	..
Timaru Station ..	5	15 0 0	..	..	..	..	Stephenson, May ..	..	F	30 0 0	..
Tuapeka Flat ..	11	72 0 0	..	8 9 0	..	..	Williams, Ethel D.	..	F	72 0 0	..
Waihemo	8	60 0 0	..	9 18 0	..	..	Edmonston, Eliz. ..	..	F	60 0 0	..
Waitahuna West ..	11	69 0 0	..	8 6 9	..	..	Smith, Elizabeth D.	..	F	72 0 0	..
Wanaka Road ..	5	44 0 0	..	4 6 0	..	..	Anderson, May ..	..	F	48 0 0	..
Wangaloa	9	49 10 0	..	39 6 9	..	..	Mitchell, Janet ..	..	F	60 0 0	..
Whare Flat ..	6	33 2 2	..	1 9 6	..	..	Garret, Rosie ..	..	F	36 0 0	..
Wharekuri	9	79 10 0	..	9 10 9	..	..	Smart, Ethel E. ..	..	F	78 0 0	..
Waronui	9	51 0 0	..	6 18 3	..	..	Lane, Annie ..	..	F	54 0 0	..
Grade 1.											
Akatore	19	108 3 4	..	25 18 8	..	..	McLean, Agnes ..	..	F	99 0 0	..
Blackstone	19	99 0 0	..	21 9 11	..	..	Woods, Llwellyn ..	..	M	99 0 0	..
Clark's Flat ..	18	130 0 0	..	15 19 3	..	..	Craik, Mabel R. K.	D4	F	130 0 0	..
Glenkenich ..	21	130 0 0	..	18 11 9	..	..	White, Eliza ..	D1	F	130 0 0	..
Hamilton's.. ..	20	130 0 0	..	11 9 3	..	..	Symes, G. M., Mrs.	D3	F	130 0 0	..
Kahuika	21	99 0 0	..	17 19 2	..	..	Burn, Andrew H. ..	..	M	99 0 0	..
Kartigi	15	103 11 8	..	33 7 7	..	..	Newlands, Margt. ..	..	F	99 0 0	..
Kyeburn	13	117 0 0	..	19 2 9	..	..	Mathieson, W. B. ..	..	F	117 0 0	..
Kokoamo	18	110 0 0	..	10 12 0	..	..	Reid, Annie, Mrs. ..	D3	F	110 0 0	..
Lauder	17	99 0 0	..	16 3 0	..	..	Swan, Helen B. M.	..	F	99 0 0	..
Lauder Railway-stat'n	18	109 14 6	9 11 8	10 14 3	..	..	Anderson, Peter J.	..	M	99 0 0	10
Merino Downs ..	15	99 0 0	..	9 12 0	..	..	Duncan, Jane C. ..	..	F	99 0 0	..
Maruimato.. ..	17	100 16 8	..	15 8 7	..	..	Campbell, Christina	D4	F	110 0 0	..
Purekireki	19	110 0 0	..	10 14 3	..	..	Bonnin, John L. ..	E2	M	110 0 0	..
Springvale	18	110 0 0	10 0 0	10 5 0	..	..	Hetherington, Sarah	Lic.	F	110 0 0	10
Stony Creek ..	16	130 0 0	..	297 19 6	..	..	Bowie, Jane Milne	D2	F	130 0 0	..
Rimu and Tahakopa	19	156 0 0	10 0 0	9 5 0	10 0 0	..	Williamson, John ..	D2	M	156 0 0	10
Tahatika	17	110 0 0	10 0 0	10 12 9	..	..	Bonnin, Fannie ..	D3	F	110 0 0	10
Taieri Beach ..	12	100 16 8	..	18 6 1	..	..	Allan, Margaret G.	..	F	99 0 0	..
Taieri Ferry ..	16	110 0 0	..	10 2 9	..	..	Fegans, Frances M.	D2	F	110 0 0	..
Taumata	16	94 8 4	..	13 10 6	..	..	Roseveare, Ethel A.	..	F	99 0 0	..
Te Houka	23	107 17 2	10 0 0	14 9 4	..	..	Clapperton, Cath. ..	C4	F	110 0 0	10
Wanaka	17	99 0 0	..	31 16 6	16 5 0	..	Cowen, Martin ..	..	M	99 0 0	..
Waipiata	18	125 0 0	..	10 15 0	..	..	Simpson, Hy. G. E.	Lic.	M	110 0 0	..
Grade 2.											
Ardgowan	21	130 0 0	20 0 0	13 2 3	..	..	Maule, A. B. C., Mrs.	E3	F	130 0 0	20
Awamangu	23	124 8 2	19 2 9	9 15 0	..	343 19 9	Murray, H. J., Mrs.	D2	F	130 0 0	20
Broad Bay	23	130 0 0	..	18 18 9	..	..	Farquharson, J. H.	D3	F	130 0 0	..
Chatto Creek ..	6	117 0 0	20 0 0	..	..	..	Noone, Isabella ..	..	F	117 0 0	20
Chasland's	16	139 10 0	..	12 0 0	..	..	Heward, Edwin H.	..	M	117 0 0	..
Dunrobin	24	135 17 10	..	16 6 5	..	..	Pretsch, Annie Mary	D3	F	130 0 0	..
Evans Flat	40	130 0 0	..	18 3 9	..	..	Woodhill, Ellen ..	E3	F	130 0 0	..
Gimmerburn ..	23	130 0 0	..	15 1 6	..	..	Sim, Jane Cathcart	C4	F	130 0 0	..
Glenomaru ..	26	130 0 0	..	28 14 10	..	..	Carrick, Marie, Mrs.	E2	F	130 0 0	..
Goodwood	22	130 0 0	..	15 3 0	..	..	Steel, Marion D., B.A.	B1	F	130 0 0	..
Hooper's Inlet ..	26	140 10 0	..	25 4 11	..	..	Graham, Amy S. F. de L.	D2	F	130 0 0	..

(1) £40 additional provided out of other grants.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 2—*continued.*											
Incholme	22	130 0 0	..	46 6 1	..	..	Broome, Annabella	E1	F	130 0 0	..
Kaihiku	22	130 0 0	..	19 0 9	..	..	Anderson, Agnes ..	D3	F	130 0 0	..
Katea	25	117 0 0	..	22 0 1	..	..	Labes, Augustus Alb.	..	M	117 0 0	..
Matau	25	130 0 0	..	22 3 0	..	..	McDonald, E. J. M.	D3	F	130 0 0	..
North Taieri ..	22	144 0 0	..	24 17 3	..	..	Anderson, George B.	C1	M	144 0 0	..
Poolburn	32	130 0 0	..	34 9 3	..	..	Young, Margaret C.	E3	F	130 0 0	..
Pukepito	20	130 0 0	..	172 9 7	..	..	Rooney, C., Mrs. ..	E2	F	130 0 0	..
Rongahere	24	130 0 0	..	13 0 9	..	..	Woodhouse, M. A. ..	Lic.	F	130 0 0	..
Sandymount ..	24	130 0 0	..	13 17 3	..	..	Landreth Eliz., Mrs.	D2	F	130 0 0	..
Taiaroa Head .	19	130 0 0	..	12 7 3	..	..	Greaves, Alice ..	D3	F	130 0 0	..
Tarara	24	130 0 0	..	13 18 9	..	..	Pretsch, Maria S. ..	D2	F	130 0 0	..
Tuapeka West ..	22	144 0 0	..	14 15 3	..	..	Knight, Mary, Mrs.	D4	F	144 0 0	..
Waitapeka	24	144 0 0	..	16 15 9	..	..	McCallum, L. M. ..	C3	F	144 0 0	..
Wetherstones ..	25	130 0 0	..	13 18 0	..	..	Pope, Josephine M. J.	E3	F	130 0 0	..
Wylie's Crossing ..	23	130 0 0	..	53 12 1	..	..	Blair, Robert ..	E2	M	130 0 0	..
GRADE 3.											
Bald Hill	33	162 13 4	..	16 8 3	..	..	Annett, Alice ..	E2	F	160 0 0	..
Beaumont	28	144 0 0	..	18 2 6	..	..	McNeill, Eliz. L. ..	D3	F	144 0 0	..
Brighton	27	144 0 0	..	19 15 0	..	..	Hogg, Sarah Jane ..	D2	F	144 0 0	..
Cambrian's	27	144 0 0	..	14 0 3	..	..	Williamson, Geo. W.	D1	M	144 0 0	..
Evansdale	34	160 0 0	..	21 16 6	..	..	Percy, David ..	D2	M	160 0 0	..
Eweburn	32	144 0 0	..	25 13 4	..	..	Drummey, Agnes J.	D2	F	144 0 0	..
Houipapa	28	118 16 0	..	35 9 7	..	..	Purves, Thomas B.	..	M	129 12 0	..
Lovell's Flat ..	30	144 0 0	..	15 14 0	..	..	Masters, Jemima E.	D2	F	144 0 0	..
Moa Creek	24	129 12 0	18 6 8	18 3 6	..	..	Mackenzie, John ..	..	M	129 12 0	20
Moonlight	17	139 4 0	..	15 8 7	..	..	Waddell, Joseph A.	..	M	129 12 0	..
Otiake	26	144 0 0	..	13 19 6	..	..	French, Henrietta A.	D3	F	144 0 0	..
Otokia	28	144 0 0	..	14 0 3	..	..	McLeod, Margaret	D2	F	144 0 0	..
Owaka Valley ..	28	144 0 0	..	14 1 0	..	..	Sinclair, Violet B. ..	Lic.	F	144 0 0	..
Pine Hill	26	160 0 0	..	16 7 10	..	..	Carrington, G. W. ..	D1	M	160 0 0	..
Ratanui	34	160 0 0	..	35 5 10	..	..	Davis, Edward ..	D2	M	160 0 0	..
Rae's Junction ..	37	129 12 0	..	17 14 0	..	..	Thomson, Archibald	..	M	129 12 0	..
Reomoana	23	144 0 0	..	15 19 6	..	..	Graham, Cath. A. C. de G.	D4	F	144 0 0	..
Rough Ridge ..	22	160 0 0	..	20 16 3	..	..	Botting, John F ..	D2	M	160 0 0	..
Southbridge ..	30	144 0 0	..	158 7 6	..	..	Sims, Mary Eleanor	C4	F	144 0 0	..
Tokarahi	23	160 0 0	..	18 15 5	..	..	Scott, Jane Clark ..	D2	F	160 0 0	..
Upper Junction ..	28	149 6 8	..	14 3 3	..	..	Dippie, Margaret ..	E1	F	144 0 0	..
Waianakarua ..	23	144 0 0	..	23 0 7	..	..	Spraggon, Lilian E.	D4	F	144 0 0	..
Waipahi	31	143 10 0	..	18 4 4	..	..	Burn, Edgar Huie	D3	M	144 0 0	..
Waipori Lake ..	27	144 0 0	..	18 10 7	..	..	Ferguson, C. A. W.	E5	F	144 0 0	..
Wairuna	33	134 8 0	..	15 10 3	..	..	Sargison, James H.	Lic.	M	144 0 0	..
Waihola	30	160 0 0	..	14 12 6	..	..	Paterson, William A.	D2	M	160 0 0	..
Waipori	22	160 0 0	..	14 3 3	..	..	Harrison, Thomas ..	C4	M	160 0 0	..
GRADE 4.											
Awamoko	38	160 0 0	..	22 19 1	..	..	Burnard, John Dufty	D2	M	160 0 0	..
Black's	37	145 6 8	..	18 9 3	..	..	Peat, Nathaniel ..	..	M	144 0 0	..
Coal Creek	35	160 0 0	..	27 18 6	..	..	Taylor, Lillias O. ..	D2	F	160 0 0	..
Crookston	33	160 0 0	..	17 4 9	..	..	Fraser, Johanna ..	E2	F	160 0 0	..
Maerewhenua ..	30	160 0 0	..	22 12 6	..	..	McKenzie, Georgina	D4	F	160 0 0	..
Maungatua ..	29	160 0 0	..	29 2 6	..	..	Service, William A.	D3	M	160 0 0	..
Otakou	19	158 13 4	..	34 14 9	..	..	Firth, Elizabeth H.	D2	F	160 0 0	..
Patearoa	31	144 0 0	..	93 18 7	..	..	Fawcett, Horace ..	..	M	144 0 0	..
Sutton	35	146 13 4	..	22 8 6	..	..	McCulloch, Christ.	D2	F	160 0 0	..
Waikoikoi	35	160 0 0	..	34 9 5	..	..	Beattie, John ..	D1	M	160 0 0	..
Waitahuna Gully ..	30	160 0 0	..	16 9 9	..	..	Blair, Robert L. D.	E4	M	160 0 0	..
Waiwera	37	160 0 0	..	17 7 9	..	70 12 2	Appleby, William B.	D2	M	160 0 0	..
GRADE 5.											
Bluespur	47	270 0 0	..	28 0 0	..	..	Tindall, Arthur W.	C1	HM	180 0 0	..
							Keys, Agnes Millar	Lic.	AF	90 0 0	..
Earnscleugh ..	41	221 13 4	8 10 8	192 9 0	..	569 5 3	Finney, Rich. H. B.	Lic.	HM	165 0 0	..
							Townsend, Edith M.	E2	AF	85 0 0	..
Flag Swamp ..	43	245 8 7	..	21 13 9	..	..	Bremner, Philip ..	D2	HM	165 0 0	..
							Meston, Jane M. ..	C4	AF	85 0 0	..
Henley	41	250 0 0	..	25 13 9	..	..	Marryatt, Ernest ..	C4	HM	165 0 0	..
							Crawford, Bertha ..	..	AF	85 0 0	..
Highcliff	43	250 0 0	..	26 18 6	..	..	Whyte, John ..	D1	HM	165 0 0	..
							Skinner, Marion Y.	..	AF	85 0 0	..
Hyde	48	250 0 0	..	103 15 8	..	..	Nesbit, James W. ..	Lic.	HM	165 0 0	..
							Faulks, Kate ..	D3	AF	85 0 0	..
Kelso	44	250 0 0	..	20 13 9	..	..	Allan, John Morrison	D1	HM	165 0 0	..
							O'Shea, Eliza A. ..	D4	AF	85 0 0	..
Livingstone ..	46	250 0 0	..	21 15 3	..	..	McLay, James ..	C3	HM	165 0 0	..
							Hood, Jane Cavenie	..	AF	85 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Leith Valley	45	250 0 0	..	58 14 6	..	..	Moodie, John ..	D2	HM	165 0 0	..
							Henderson, Jessie ..	D2	AF	85 0 0	..
Lowburn	43	226 8 4	..	24 5 3	..	..	Miller, James McK.	..	HM	148 10 0	..
							McNeill, Mary ..	..	AF	85 0 0	..
Lower Harbour ..	42	250 0 0	..	20 11 6	..	..	Kerr, Charles K. ..	D1	HM	165 0 0	..
							Botting, Helena F. J.	C4	AF	85 0 0	..
Momona	46	250 0 0	..	27 15 6	..	..	Chesney, Andrew ..	D2	HM	165 0 0	..
							Cuttle, Ivy ..	..	AF	85 0 0	..
North-east Harbour ..	43	270 0 0	..	25 6 4	..	..	McClelland, William	D2	HM	180 0 0	..
							Galloway, Agnes J.	D3	AF	90 0 0	..
Papakaio	55	255 0 0	..	191 9 9	..	..	Wilson, James Reid	D2	HM	165 0 0	..
							Dunlop, Isabella ..	D2	AF	90 0 0	..
Purakanui	43	242 18 4	..	41 4 11	..	..	Burns, William G.	D3	HM	165 0 0	..
							Nelson, Hannah C.	..	AF	85 0 0	..
Romahapa	46	250 0 0	..	254 6 2	..	..	Harrison, Samuel J.	D2	HM	165 0 0	..
							Weir, Christina ..	D4	AF	85 0 0	..
St. Bathan's ..	43	250 0 0	..	29 2 0	..	..	Cowan, Robert ..	D1	HM	165 0 0	..
							Wade, Annie C. ..	..	AF	85 0 0	..
Tuapeka Mouth ..	44	242 18 4	..	21 13 9	..	175 3 0	Calder, George A. ..	D3	HM	165 0 0	..
							Rush, Agnes ..	..	AF	85 0 0	..
West Taieri ..	45	250 0 0	..	21 18 6	..	..	Finlay, Thomas A.	D1	HM	165 0 0	..
							Kinder, Jessie ..	D3	AF	85 0 0	..
GRADE 6.											
Allanton	53	270 0 0	..	23 8 3	..	..	Clark, George B. ..	E1	HM	180 0 0	..
							Cowie, Elizabeth C.	D4	AF	90 0 0	..
Dunback	59	270 0 0	..	24 12 9	..	..	Gray, John Anderson	E2	HM	180 0 0	..
							McIvor, Georgina ..	D5	AF	90 0 0	..
Hawea	54	251 5 0	..	59 17 2	..	..	Alexander, William	Lic.	HM	180 0 0	..
							Bradfield, Esther M.	..	AF	85 0 0	..
Heriot	53	270 0 0	..	27 11 3	..	..	Williamson, Alex. H.	D2	HM	180 0 0	..
							Blair, Gertrude Lois	D4	AF	90 0 0	..
Kakanui	57	270 0 0	..	40 14 7	..	..	Barnett, Abraham M.	D1	HM	180 0 0	..
							Lyders, Marie J. ..	D5	AF	90 0 0	..
Matakanui	56	280 14 11	..	24 3 6	..	..	Jack, James A. ..	C1	HM	195 0 0	..
							Long, Mary Ann ..	..	AF	85 0 0	..
Moeraki	59	268 15 0	..	12 11	..	..	Rogers, Walter John	D1	HM	180 0 0	..
							Hutton, Ella B. ..	D4	AF	90 0 0	..
Portobello	64	267 19 6	..	5 14 4	..	..	Fergus, Robert ..	D1	HM	180 0 0	..
							Keys, May ..	D3	AF	90 0 0	..
St. Leonards ..	51	286 13 4	..	57 12 6	..	..	Phillipps, William ..	C1	HM	195 0 0	..
							Lothian, Jeanie M.	D3	AF	90 0 0	..
Waitati	61	268 7 10	..	25 4 3	..	..	Hilgendorf, Francis	C1	HM	180 0 0	..
							Smith, Lucy E. D.	D3	AF	90 0 0	..
GRADE 7.											
Bannockburn ..	61	290 0 0	..	46 6 6	..	..	Bannerman, H. D.	B3	HM	195 0 0	..
							Marshall, Eliza, Mrs.	D2	AF	95 0 0	..
Clyde	83	286 0 10	..	53 3 10	..	..	Stevens, Joseph E.	D1	HM	195 0 0	..
							Collins, R. M., B.A.	B4	AF	95 0 0	..
Duntroon	62	293 19 2	..	83 12 0	..	..	Robertson, Alex. G.	D1	HM	195 0 0	..
							Drakley, May Eliz.	D4	AF	95 0 0	..
Milburn	56	290 0 0	..	31 15 9	..	..	Smith, James ..	C2	HM	195 0 0	..
							Darling, Rose ..	Lic.	AF	95 0 0	..
Miller's Flat ..	81	304 6 0	..	41 19 6	..	..	Pilling, Ewen ..	E1	HM	215 0 0	..
							White, Janet Milne	..	AF	85 10 0	..
Pukeiwitahi ..	65	290 0 0	..	70 18 0	..	..	Bell, Cecil F. J. ..	C1	HM	195 0 0	..
							Fleming, Janet ..	E1	AF	95 0 0	..
Pukeuri	63	290 0 0	..	66 11 1	..	..	Nelson, James ..	D2	HM	195 0 0	..
							Paterson, Jessie ..	D3	AF	95 0 0	..
Teaneraki	61	290 0 0	..	25 16 6	..	..	Reilly, Wm. A., B.A.	B1	HM	195 0 0	..
							Guffie, Selina ..	D4	AF	95 0 0	..
Totara	65	290 0 0	..	38 9 4	..	..	Reid, John ..	C1	HM	195 0 0	..
							Thomas, Minnie A.	C4	AF	95 0 0	..
Walton	66	290 0 0	..	26 1 0	..	..	Ellisson, Lionel E.	D1	HM	195 0 0	..
							Mills, Jessie Gibson	E1	AF	95 0 0	..
Warepa	54	290 0 0	..	59 16 5	..	..	Wilson, John ..	D1	HM	195 0 0	..
							Hopcraft, Flora L.	D3	AF	95 0 0	..
Weston	61	303 15 0	..	31 4 9	..	..	Kelly, John ..	D1	HM	195 0 0	..
							Middleton, Christ. C.	C5	AF	95 0 0	..
Windsor	62	290 0 0	..	32 15 7	..	..	Duggan, Patrick J.	D2	HM	195 0 0	..
							Paul, Eliza F. M. H.	D2	AF	95 0 0	..
GRADE 8.											
Fairfax	66	315 0 0	..	26 17 0	..	..	Grant, John B. ..	D2	HM	215 0 0	..
							Murray, Ethel May	D2	AF	100 0 0	..
Kurow	69	315 0 0	..	35 13 9	..	..	Marshall, Alex., B.A.	B1	HM	215 0 0	..
							Gunn, Eva Hearne	C4	AF	100 0 0	..
Ngapara	78	315 0 0	..	46 13 2	..	..	Rawlinson, Chas. C.	D1	HM	215 0 0	..
							Grigor, Janet Panton	C2	AF	100 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 8—*continued.*											
Otepopo	78	315 0 0	..	104 6 3	..	..	Fleming, James	D2	HM	215 0 0	..
							Campbell, Jane	D2	AF	100 0 0	..
Owaka	87	309 9 9	..	60 15 6	1 0 0	340 0 0	Bryant, James T.	E2	HM	215 0 0	..
							McDiarmid, Norah G.	..	AF	90 0 0	..
Seacliff	69	315 0 0	..	27 19 3	..	..	Marshall, Hugh	D2	HM	215 0 0	..
							Greenslade, Mary G.	D2	AF	100 0 0	..
Waitahuna	86	315 0 0	..	31 3 9	..	..	Patrick, John H.	E1	HM	215 0 0	..
							Harrison, Eliz. M.	D2	AF	100 0 0	..
Waikari	90	315 0 0	..	164 6 1	..	..	Moir, James	D1	HM	215 0 0	..
							Christie, Jessie C.	D2	AF	100 0 0	..
GRADE 9.											
Anderson's Bay	125	398 6 8	..	44 7 0	..	..	Jeffery, James	D1	HM	235 0 0	..
							Gunn, Elizabeth J.	D2	AF	110 0 0	..
							Caldor, John K.	..	MP2	35 0 0	..
Clinton	98	380 0 0	..	33 10 3	..	..	Mackie, William W.	D1	HM	225 0 0	..
							Tempero, Emma C.	D2	AF	105 0 0	..
							Dale, Mary	..	FP5	60 0 0	..
Cromwell	94	375 0 0	..	120 11 9	..	..	Abel, William F.	D1	HM	225 0 0	..
							Lear, Constance M.	D4	AF	105 0 0	..
							Partridge, Ernest	..	MP3	45 0 0	..
East Taieri	111	382 10 0	..	447 7 1	..	..	Waddell, Jas. N., B.A.	B1	HM	235 0 0	..
							Little, Don. C., Mrs.	D1	AF	110 0 0	..
							Bringans, Alexander	..	MP3	45 0 0	..
Hampden D.H.S.	93	390 0 0	..	41 7 9	..	..	Patterson, T. A., B.A.	B1	HM	*225 0 0	..
							Watt, Margaret	E1	AF	105 0 0	..
							Milne, Annie Jane	..	FP4	60 0 0	..
							Harrison, Charlotte G., B.A.	..	Sec.	..	..
Maheno	104	367 10 0	..	162 15 4	..	351 0 0	Grant, John Black	D1	HM	225 0 0	..
							Christie, Elizabeth G.	D2	AF	105 0 0	..
							McNeill, William	..	MP1	45 0 0	..
Sawyer's Bay	101	375 16 8	..	108 17 0	8 6 0	..	Flamank, Oscar D.	D1	HM	225 0 0	..
							Johnstone, Cecilia	E1	AF	105 0 0	..
							Dewar, Janet B.	..	FP3	55 0 0	..
Stirling	119	375 16 8	..	66 19 10	..	..	Jones, Herbert C.	C1	HM	225 0 0	..
							Tregoning, Mary	E2	AF	105 0 0	..
							Nelson, John Smith	..	MP3	55 0 0	..
Strath-Taieri	99	375 0 0	..	33 10 2	..	..	Matheson, John	D1	HM	225 0 0	..
							Liddle, Christina W.	D3	AF	105 0 0	..
							Fisher, Janet C.	..	FP3	45 0 0	..
GRADE 10.											
Naseby D.H.S.	140	466 5 0	..	51 0 3	..	..	Malcolm, James P.	D1	HM	*250 0 0	..
							Thomson, Jane H.	D1	AF	130 0 0	..
							Blackie, Helen W.	..	AF	85 0 0	..
							Robertson, Thos. G.	..	Sec.	..	..
Outram	124	433 6 8	..	41 18 7	..	..	Strong, William J.	D2	HM	235 0 0	..
							Paterson, Jessie R. A.	D2	AF	110 0 0	..
							Hurley, Irene Norma	Lic.	AF	90 0 0	..
Roxburgh	144	434 3 4	12 10 0	365 11 2	..	..	Coutts, Thomas R. W., B.A.	B1	HM	235 0 0	..
							Pilkington, Jane	D3	AF	110 0 0	..
							Smith, Janet McG.	C4	AF	90 0 0	..
St. Clair	104	435 0 0	..	48 4 4	..	..	Pope, Langley	C1	HM	235 0 0	..
							Cooper, Isabella Orr	D1	AF	110 0 0	..
							Walton, Margt. A. S.	D3	AF	90 0 0	..
Waikouaiti	122	435 0 0	..	66 10 2	..	..	Bastings, William E.	C1	HM	235 0 0	..
							Kirby, Christiana E.	D1	AF	110 0 0	..
							Cairns, Jessie	E1	AF	90 0 0	..
GRADE 11.											
Maori Hill	214	589 13 3	35 0 0	83 11 0	..	587 13 5	Fitzgerald, John A.	D1	HM	250 0 0	35
							Borrie, John Arthur	Lic.	AM	130 0 0	..
							Andrew, Kate	D1	AF	115 0 0	..
							Brown, Jane Cath.	D3	AF	90 0 0	..
							Allan, Janet	Lic.	AF	105 0 0	..
Musselburgh	212	588 8 10	35 0 0	53 8 3	..	352 6 11	White, John	D1	HM	250 0 0	35
							Paterson, Thomas	D3	AM	130 0 0	..
							Chalmer, Clara E.	D2	AF	115 0 0	..
							Cameron, Louisa F.	D1	AF	90 0 0	..
							Cray, Agnes E. D.	D4	AF	105 0 0	..
Ravensbourne	162	585 0 0	35 0 0	115 19 5	..	..	Macdonald, G. W. C.	B1	HM	250 0 0	35
							Martin, William	D4	AM	130 0 0	..
							MacKenzie, Margaret	D1	AF	115 0 0	..
							Macdonald, Isab. M.	D3	AF	90 0 0	..
Tapanui D.H.S.	168	471 4 6	..	99 4 4	..	..	Stewart, John Neil	C1	HM	250 0 0	..
							Main, Catherine P.	D1	AF	130 0 0	..
							Howat, Helen C.	D2	AF	90 0 0	..
							Campbell, Eliza, M.A.	A3	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

OTAGO—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 12.		£ s. d	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Alexandra	202	723 5 10	..	210 2 10	..	..	Closs, James G. ..	D1	HM	265 0 0	..
							Reilly, Louis G. ..	D4	AM	160 0 0	..
							Kyle, Eleanor ..	D4	AF	120 0 0	..
							Loudon, Robina ..	..	AF	94 10 0	..
							Begg, Jeannie ..	D4	AF	90 0 0	..
Kensington ..	218	784 11 8	35 0 0	93 8 7	4 0 0	..	Moore, William John	D1	HM	275 0 0	35
							Burn, David W. M., M.A.	B2	AM	175 0 0	..
							Farquharson, Eliz.	E1	AF	120 0 0	..
							Aitchison, Louisa M.	E2	AF	115 0 0	..
							Graham, Jane S. B.	D3	AF	90 0 0	..
Mosgiel D.H.S. ..	245	778 6 8	..	73 14 6	..	..	Pinder, Edward, M.A.	A1	HM	*275 0 0	..
							Graham, Geo. P., B.A.	B1	AM	175 0 0	..
							Scott, Mary ..	D1	AF	125 0 0	..
							Bowling, Alice G. ..	D1	AF	105 0 0	..
							McKenzie, Alex. J	..	MP2	35 0 0	..
							Bannerman, Hen. S.	..	FP4	60 0 0	..
							Urquhart, Henry R	C3	Sec.	..	..
Palmerston D.H.S. ..	215	717 10 0	..	64 3 1	..	..	Ferguson, Dan., M.A	B1	HM	*265 0 0	..
							Forrester, Fran. E. L.	C4	AM	160 0 0	..
							Heckler, Louisa A.	D2	AF	120 0 0	..
							Brown, Isabel E. ..	D3	AF	105 0 0	..
							Ure, Rose ..	C4	AF	90 0 0	..
							Cox, Annie H., M.A.	A5	Sec.	..	..
Tokomairiro D.H.S...	251	733 6 8	..	186 15 10	..	..	Graham, Walter B.	C1	HM	*265 0 0	..
							Wilson, Jessie Banks	C4	AF	160 0 0	..
							McLaren, Mary ..	E1	AF	*120 0 0	..
							Nelson, Jessie R. ..	D1	AF	105 0 0	..
							Bremner, Vic. H. T.	..	MP3	45 0 0	..
							McCorkindale E. L.	..	FP3	55 0 0	..
							Ferguson, Albt. J., M.A.	B2	Sec.	..	..
							Beckingsale, L., B.A.	D3	Sec.	..	..
GRADE 13.											
Lawrence D.H.S. ..	237	805 0 0	..	146 9 3	..	..	Stenhouse, John ..	C1	HM	*275 0 0	..
							Darton, Henry L. ..	D1	AM	*175 0 0	..
							Fowler, Jane B. ..	E1	AF	*125 0 0	..
							Hay, Isabella Currie	D3	AF	115 0 0	..
							Walker, David A.	..	MP4	55 0 0	..
							Cornish, Lily Maude	..	FP4	60 0 0	..
							Strachan, Jas. E., M.A.	B2	Sec.	..	..
							Paterson, Janet, M.A	B1	Sec.	..	..
Oamaru Middle ..	229	809 3 4	..	73 0 1	..	..	Earl, Edwin T., B.A.	B1	HM	275 0 0	..
							Bain, Andrew ..	D3	AM	175 0 0	..
							King, Mary ..	D1	AF	125 0 0	..
							Wilding, Mary Jane	E2	AF	115 0 0	..
							Kay, Margaret ..	D3	AF	90 0 0	..
							Marwick, John ..	..	MP2	35 0 0	..
GRADE 14.											
Balclutha D.H.S. ..	303	874 3 4	..	260 4 11	..	212 0 0	McElrea, Wm., B.A.	B1	HM	*290 0 0	..
							Harrison, W. L., M.A.	A3	AM	190 0 0	..
							Allan, Mary Kinloch	E1	AF	*130 0 0	..
							Murray, Florence ..	D3	AF	125 0 0	..
							Gawn, Elizabeth C.	D3	AF	90 0 0	..
							Currie, Hilda Hazel	..	FP4	55 0 0	..
							Munro, Wm. J. F., M.A.	B3	Sec.	..	..
							Dare, Olive J. M. ..	C3	Sec.	..	..
Green Island ..	315	977 10 0	..	270 6 8	..	..	McDonald, William	D1	HM	290 0 0	..
							Turner, George A. .	D2	AM	190 0 0	..
							Horne, Ellen Jane	D1	AF	130 0 0	..
							Mills, Mary Wilson	E2	AF	125 0 0	..
							Shearer, Florence ..	D3	AF	100 0 0	..
							Valentine, Winifd. A.	D4	AF	90 0 0	..
							Drain, Thomas M.	..	MP2	50 0 0	..
Oamaru North ..	310	972 10 0	..	156 4 3	..	..	Lindsay, James ..	D1	HM	290 0 0	..
							Begg, Thomas ..	D2	AM	190 0 0	..
							Thompson, Alicia M.	D1	AF	130 0 0	..
							Allan, Isabella C. ..	D2	AF	125 0 0	..
							Lindsay, Janet ..	C4	AF	100 0 0	..
							Kibblewhite, Kate E.	D4	AF	90 0 0	..
							Edwards, Isabella ..	..	FP4	55 0 0	..
Oamaru South ..	262	965 4 7	..	125 2 6	..	..	Aldred, Frederick S.	D1	HM	290 0 0	..
							Oron, William ..	C2	AM	190 0 0	..
							Cooke, Jean Laird ..	D1	AF	130 0 0	..
							McNaught, G. S. C.	D2	AF	125 0 0	..
							Garrey, Margt. McC.	D3	AF	100 0 0	..
							Hancock, Annie D.	D4	AF	90 0 0	..
							Martyn, Rose ..	..	FP1	25 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 15.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaitangata ..	332	1,100 12 1	..	183 18 9	..	..	Moir, John H., B.A.	B1	HM	300 0 0	..
							Mechaelis, Wm. R.	C2	AM	205 0 0	..
							Paterson, Jane ..	E1	AF	135 0 0	..
							Lockart, John W ..	E3	AM	135 0 0	..
							Robertson, Jane ..	D3	AF	110 0 0	..
							Kenyon, Helen McG., B.A.	B4	AF	90 0 0	..
							Morrison, Malcolm J.	..	MP3	45 0 0	..
							Graham, John ..	..	MP2	50 0 0	..
							Carrick, Hilda M. ..	..	FP3	55 0 0	..
Normal School and Model School	339	1,505 0 0	60 0 0	234 16 1	..	..	Marshall, Angus, B.A.	B1	HM	320 0 0	40
							McMillan, Hugh ..	D1	AM	225 0 0	..
							Haig, Catherine ..	D1	AF	155 0 0	..
							Stevens, Emma ..	D1	AF	145 0 0	..
							Ironside, John ..	C2	AM	125 0 0	..
							Strachan, Mary A.	D1	AF	110 0 0	..
							Huie, Marjory S. ..	D1	AF	85 0 0	..
							Scott, Marjory T. ..	D2	AF	90 0 0	..
							Alexander, Ann C...	D2	AF	90 0 0	..
							Hardy James Wm.	C1	Sec.	..	..
							McArthur, Grace C.	C1	Sec.	..	..
							Stewart, David ..	D1	M	160 0 0	20
GRADE 16.											
Macandrew Road ..	395	1,201 13 4	..	108 7 10	..	..	Bennett, William ..	D1	HM	310 0 0	..
							Smeaton, Charles G.	C1	AM	215 0 0	..
							Clark, Hugh ..	D3	AM	145 0 0	..
							Forsyth, Agnes ..	E1	AF	140 0 0	..
							Faulks, Flora ..	D1	AF	115 0 0	..
							Walker Mary Maria	E1	AF	105 0 0	..
							Campbell, Jessie ..	D2	AF	90 0 0	..
							Hale, Lily Gertrude	..	FP4	55 0 0	..
							Menzies, George G.	..	MP1	25 0 0	..
Mornington ..	398	1,220 0 0	..	194 10 9	..	..	Davidson, William	D1	HM	310 0 0	..
							Mathews, Alfred ..	C1	AM	215 0 0	..
							Melhop, Frank G. ..	D4	AM	145 0 0	..
							McIntosh, Janet ..	E1	AF	140 0 0	..
							Whinam, Lois A. P.	D1	AF	115 0 0	..
							Loan, Marion S. ..	D2	AF	105 0 0	..
							Calder Elizabeth M.	D2	AF	90 0 0	..
							Rutherford Jno. A D.	..	MP3	45 0 0	..
							Botting Ethel K. M.	..	FP4	55 0 0	..
Port Chalmers D.H.S.	397	1,156 5 8	..	171 7 7	..	..	Rennie, Jas., B.A., BSC.	B1	HM	*310 0 0	..
							Gray, James H., B.A.	B1	AM	*215 0 0	..
							Taylor, Robert M	..	AM	130 10 0	..
							Orkney, Eva Marion	C1	AF	*140 0 0	..
							Murray, Hannah B.	E1	AF	115 0 0	..
							McCallum, Maria M.	D2	AF	105 0 0	..
							Bott, Amelia ..	E2	AF	90 0 0	..
							Luke, Bertha Alice	..	FP3	45 0 0	..
							Rodger, William ..	C2	Sec.	..	..
GRADE 17.											
North-east Valley ..	457	1,366 15 7	..	127 3 9	..	..	Murray, David ..	D1	HM	320 0 0	..
							Booth, Geo. F., B.A.	B1	AM	225 0 0	..
							Moore, John A. ..	C3	AM	155 0 0	..
							Little, Caroline Eliza	D1	AF	145 0 0	..
							Palmer, Ellen H. ..	D1	AF	125 0 0	..
							Paterson, Eliz. S. ..	D2	AF	110 0 0	..
							Waugh, Margt. A. P.	D3	AF	90 0 0	..
							Jones, Florence Alice	D3	AF	85 0 0	..
							McIntyre, Davina R.	..	FP4	55 0 0	..
							Brown, Edward ..	..	MP3	55 0 0	..
GRADE 18.											
Arthur Street ..	462	1,431 13 4	..	224 11 7	..	..	Chapman, John H.	D1	HM	330 0 0	..
							Barrett Richard J	D1	AM	235 0 0	..
							Davidson, Andrew .	D2	AM	165 0 0	..
							Sherriff, Eliza Grant	D1	AF	150 0 0	..
							Ritchie, Thomas R.	D5	AM	135 0 0	..
							Thomson, Margt. H.	D1	AF	115 0 0	..
							Orkney, Daisy M. ..	D2	AF	95 0 0	..
							Barclay, Helen T. ..	D3	AF	90 0 0	..
							Beresford, Gert. E.	..	FP2	50 0 0	..
							Hartstonge, Daniel	..	MP3	55 0 0	..
							Macdonald, Stuart G.	..	MP1	25 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Re-building, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 18—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
High Street ..	502	1,498 7 6	..	212 0 1	..	..	Smith, James W. ..	C1	HM	340 0 0	..
							Robertson, John A.	D1	AM	235 0 0	..
							Brownlie, Wm., B.A.	B3	AM	165 0 0	..
							Anderson, Annie C.	E1	AF	155 0 0	..
							Hoggans, Alexander	D4	AM	145 0 0	..
							Andrew, Alice Mary	D1	AF	120 0 0	..
							Tayler, Mabel A. ..	D2	AF	105 0 0	..
							Farnie, Grace M. ..	D2	AF	90 0 0	..
							McIvor, Frederick ..	..	MP1	25 0 0	..
							Widdowson, Florence	..	FP3	45 0 0	..
							Mitchell, Emily ..	..	FP5	55 0 0	..
Union Street ..	484	1,486 4 5	..	169 9 8	..	..	Stewart, Peter G. ..	D1	HM	330 0 0	..
							Blackie, Walt. G., M.A.	A3	AM	235 0 0	..
							Heatley, Fred. J., M.A.	A2	AM	170 0 0	..
							McMillan, Mary S.	E1	AF	155 0 0	..
							McLean, Alexander	C3	AM	145 0 0	..
							Rodger, Agnes W. ..	D2	AF	120 0 0	..
							Cameron, Sarah ..	D2	AF	105 0 0	..
							Hodges, Bithia L. C.	D2	AF	90 0 0	..
							Tough, Mary G. ..	..	FP2	35 0 0	..
							Wilson, Alice ..	..	FP3	45 0 0	..
GRADE 19.							Cowan, James Geo.	..	MP2	50 0 0	..
Caversham	547	1,582 18 4	..	609 5 7	..	..	Young, Charles ..	C1	HM	340 0 0	..
							Wilson, Robert ..	D1	AM	235 0 0	..
							Melville, John ..	D2	AM	170 0 0	..
							Donald, Elizabeth L.	E1	AF	155 0 0	..
							Kennedy, Alex. S. ..	D3	AM	145 0 0	..
							Ross, Annie Murray	D1	AF	120 0 0	..
							McPherson, Gert. C.	D2	AF	105 0 0	..
							Low, Jessie ..	D1	AF	85 0 0	..
							McGregor, Isabella	D3	AF	90 0 0	..
							Walton, William L.	..	MP3	45 0 0	..
							Woodhouse, Bertha J.	..	FP3	45 0 0	..
							Rennie, Jessie G. ..	..	FP4	55 0 0	..
George Street ..	492	1,565 0 0	50 0 0	225 0 6	..	..	McNicoll, David A.	D1	HM	340 0 0	50
							McLean, Alexander	C1	AM	235 0 0	..
							McPhee, John H. A.	B1	AM	170 0 0	..
							Turnbull, Isabella ..	D1	AF	155 0 0	..
							Thomson, Magnus ..	D2	AM	145 0 0	..
							Campbell, V. H. D.	E1	AF	120 0 0	..
							Luscombe, Blanche	D1	AF	105 0 0	..
							Sullivan, Lily, B.A.	B3	AF	85 0 0	..
							Moodie, Bedford ..	..	MP3	45 0 0	..
							Miller, Mabel Isabel	..	FP4	55 0 0	..
							Thomson, Doug. R. J.	..	MP2	35 0 0	..
							Brims, Elizabeth S	..	FP3	45 0 0	..
							Joslin, Eliza Charlton	..	FP3	45 0 0	..
Forbury	581	1,617 9 5	12 10 0	142 11 1	..	..	Eudey, Walter ..	C1	HM	340 0 0	50
							Turner, William W.	C1	AM	235 0 0	..
							Borthwick, James ..	E2	AM	175 0 0	..
							Hooper, Jane D. ..	D1	AF	155 0 0	..
							Healey, Ernest Jas.	D3	AM	150 0 0	..
							Lawrence, Dora S.	E1	AF	125 0 0	..
							Ralston, Mary ..	D2	AF	105 0 0	..
							Budd, Elizabeth ..	D2	AF	85 0 0	..
							Hopcraft, Victoria K	D2	AF	90 0 0	..
							Farrant, Mary M. ..	..	FP5	55 0 0	..
							Kirby, Alban M. ..	..	FP3	55 0 0	..
GRADE 21.							White, Dora ..	..	FP4	55 0 0	..
Albany Street ..	603	1,827 17 10	50 0 0	195 10 8	..	..	Hodge, Owen James	C1	HM	360 0 0	50
							McLaren, William	D1	AM	240 0 0	..
							Nicolson, John McN.	D1	AM	180 0 0	..
							Maxwell, Jessie ..	D1	AF	170 0 0	..
							Renton, William ..	D3	AM	155 0 0	..
							Fowler, Lillias A. ..	E1	AF	130 0 0	..
							Given, Jessie Isabel	D1	AF	115 0 0	..
							Livingston, Catherine	D1	AF	105 0 0	..
							Crawley, Janet Lucy	D3	AF	85 0 0	..
							Newlands, Marion S. S., B.A.	B3	AF	90 0 0	..
							Robinson, Arthur H.	..	MP4	55 0 0	..
							Matheson, Dora G.	..	FP4	55 0 0	..
							Broom, Lavinia E.	..	FP2	35 0 0	..
							Barth, Irene ..	..	FP2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1907.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 22.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaikorai	526	1,894 7 8	..	141 17 9	..	..	Allnutt, William C.	D1	HM	365 0 0	..
							Robertson, Jno., B.A.	B1	AM	240 0 0	..
							Kelk, Henry P. ..	D1	AM	190 0 0	..
							McEwan, Mary ..	E1	AF	180 0 0	..
							Murphy, Frank G...	D3	AM	160 0 0	..
							Wilson, Jane ..	E2	AF	135 0 0	..
							Callender, Mary ..	E1	AF	120 0 0	..
							Macgregor, Grace E.	D2	AF	110 0 0	..
							Dow, Annie Cecilia	D2	AF	95 0 0	..
							Reid, Wilhelmina R.	D2	AF	90 0 0	..
							McLay, Alice Eva ..	..	FP3	55 0 0	..
							West, Amelia Marian	..	FP3	45 0 0	..
							Colquhoun, Jno. A.	..	MP1	45 0 0	..
							Robertson, Doug. L.	..	MP3	45 0 0	..
							McDonald, H. G. B.	..	MP2	50 0 0	..
Expenditure not classified—											
Unclassified ..	..	..	..	334 3 11	..	..	..	..	..	..	..
School appliances ..	..	..	..	114 10 2	..	..	..	..	..	..	..
Architect ..	..	..	..	183 18 4	..	230 0 0	..	..	..	..	..
Training College ..	..	..	..	..	..	1076 3 1	..	..	..		
Totals ..	..	66,103 4 4	485 15 6	12,758 5 5	39 11 0	5432 17 3	..	..	..	66,691 8 0	510

SOUTHLAND.

1 Name of School.	2 Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Aparima	30	115 1 0	..	41 11 6	..	..	McInman, Emily M.	..	F	129 12 0	..
Avondale .. .	11	74 2 5	9 10 1	7 3 9	..	..	Selby, Ethel ..	..	F	78 0 0	10
Arthur's Point ..	12	84 7 7	10 0 0	102 5 0	..	..	Irwin, Sarah ..	..	F	84 0 0	10
Beaumont	10	29 0 0	..	1 0 0	..	..	Reichel, Carl O. ..	..	M	54 0 0	..
Benmore	8	45 12 0	..	4 10 0	..	..	Andrews, Edward ..	..	M	48 0 0	..
Caroline	7	78 9 11	..	5 0 0	..	..	Lenihan, Minnie ..	..	F	72 0 0	..
Centre Island ..	2	4 0 0	..	..	..	..	Scott, Jessie ..	..	F	12 0 0	..
Crown Terrace ..	8	60 0 0	10 0 0	15 4 0	..	..	Youngman, Violet..	..	F	60 0 0	10
Feldwick	10	55 10 0	10 0 0	6 14 9	..	..	Talbot, Ella K. ..	..	F	54 0 0	10
Ferndale	14	99 0 0	10 0 0	6 16 3	..	..	Schroeder, Peter ..	..	M	99 0 0	10
Forest Hill South ..	12	84 0 0	..	48 8 7	..	..	Griffiths, George F.	..	M	84 0 0	..
Gibbston	15	110 0 0	..	13 12 6	..	..	Stevens, Mary E. ..	Lic.	F	110 0 0	..
Glencairn	3	40 0 0	..	..	..	..	Saunders, Mary ..	..	F	(1)40 0 0	..
Glencoe(2)	..	93 11 4	5 19 11	7 0 0	10 0 0	..	..	..	..	..	..
Glen Dhu(3) ..	..	25 0 0	..	..	..	..	..	..	..	..	..
Glenorchy	19	101 12 1	9 6 0	12 13 9	..	..	Nichol, Mary M. ..	D4	F	130 0 0	10
Hamilton Burn ..	13	80 7 9	9 11 5	10 3 9	..	..	Fraser, Harriet J...	..	F	84 0 0	10
Holmesdale ..	10	60 0 0	10 0 0	7 9 9	..	..	McDonald, Flossy..	..	F	60 0 0	10
Manapouri	8	33 0 0	..	..	..	..	Golden, Jean ..	..	F	48 0 0	..
Maori Point ..	4	30 10 0	..	..	..	..	Wright, Annie ..	..	F	(4)32 0 0	..
Montevue	5	36 0 0	..	..	..	..	McEwan, Helen ..	..	F	36 0 0	..
Mount Aspiring ..	3	18 0 0	..	..	..	..	McPherson, Jessie..	..	F	18 0 0	..
Pine Bush	14	75 15 4	..	8 11 3	..	..	Winder, Elizabeth	..	F	85 0 0	..
Pyramid Siding ..	12	101 8 1	..	6 1 3	..	..	Orr, Margaret F. M.	..	F	85 0 0	..
Quarry Hills and Waikawa Valley	12	118 16 0	10 0 0	7 3 9	..	..	Mehaffey, William G.	..	M	118 16 0	10
Sandstone	15	69 15 0	5 16 8	22 7 0	..	50 0 0	Wraytt, Alice ..	..	F	84 0 0	10
Shotover, Upper ..	12	73 10 0	..	65 9 6	..	..	Orr, Marion ..	..	F	78 0 0	..
Slopedown	5	38 10 0	..	3 3 9	..	..	Jamieson, Mary H. J.	..	F	42 0 0	..
Springhills	16	86 15 0	..	13 2 3	..	..	Cameron, Annie R.	..	F	99 0 0	..
Te Anau(5)	..	22 13 11	..	..	..	..	..	..	..	..	..
Titipua	6	27 10 0	..	..	..	..	Nicholson, Elizabeth	..	F	36 0 0	..
Waikaka Little ..	6	24 18 0	..	..	..	..	Ray, Annie R. ..	..	F	36 0 0	..
Waikawa Valley II ..	7	39 0 0	..	..	..	..	Mackay, Emily M.	..	F	42 0 0	..
Wairaki	11	61 14 2	9 15 8	5 15 0	11 3 11	..	Campbell, Louisa ..	..	F	60 0 0	10
Waituna	5	50 14 11	..	3 18 9	..	..	Maider, Sophia ..	..	F	54 0 0	..
GRADE 1.											
Ardlussa	19	124 16 8	..	9 19 7	..	..	Munro, Flora J. ..	..	F	99 0 0	..
Chatton	19	99 0 0	..	71 19 11	..	..	Smith, Frances ..	..	F	99 0 0	..
Clifden	6	100 10 0	..	7 3 9	..	..	Otte, Alice M. ..	..	F	99 0 0	..
Croydon Siding ..	15	110 0 0	10 0 0	28 14 11	..	..	Smith, Annie J. ..	D2	F	110 0 0	10
Dacre	14	106 9 11	10 15 1	22 17 5	..	225 0 0	Carmichael, Jessie..	..	F	99 0 0	10
Eastern Bush ..	18	110 0 0	..	9 14 2	..	..	Fahey, Helena R. ..	Lic.	F	110 0 0	..
Forest Vale ..	22	107 3 4	10 16 8	10 2 9	..	..	Dallas, Isabella ..	..	F	117 0 0	20

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(1) £22 donated by settlers. (2) Now part-time school with Hedgehope Upper. (3) Closed, 15th November, 1907. (4) £8 donated by settlers. (5) Closed, 22nd September, 1907.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Greenvale ..	17	99 0 0	..	12 0 5	..	..	Shand, Florence ..	..	F	99 0 0	..
Grove Bush ..	21	99 0 0	..	18 13 4	..	..	McKenzie, Alexander	..	M	99 0 0	..
Haldane ..	18	130 0 0	..	310 16 2	..	..	Wilson, Mary R. ..	E2	F	130 0 0	..
Hokonui ..	18	117 0 0	..	56 12 6	..	..	Henry, James ..	..	M	117 0 0	..
Kaiwera ..	15	99 0 0	..	26 19 6	..	..	Golden, Agnes ..	..	F	99 0 0	..
New River Ferry ..	18	93 18 8	5 16 8	13 2 6	..	15 0 0	Boyce, May B. ..	..	F	99 0 0	10
Opio ..	17	129 12 0	..	10 17 1	..	..	Clapp, Lewis ..	..	M	129 12 0	..
Papatotara ..	15	99 0 0	..	18 1 3	..	..	Hamilton, Hilda ..	..	F	99 0 0	..
Scott's Gap ..	19	99 0 0	..	11 12 1	..	..	Egan, Thomas ..	..	M	99 0 0	..
Springbank.. ..	16	110 0 0	..	38 3 7	..	..	Purvis, Patience I.	E3	F	110 0 0	..
Waikawa ..	17	99 0 0	10 0 0	10 4 2	12 10 0	..	Wild, Elizabeth M.	..	F	99 0 0	10
Waimumu ..	16	104 2 0	..	12 5 0	..	..	Morrison, Mary ..	..	F	99 0 0	..
GRADE 2.											
Awarua Plains ..	23	144 0 0	..	11 9 7	..	..	Cusack, James ..	E2	M	144 0 0	..
Benio ..	25	123 14 2	19 0 7	36 18 11	..	..	Eggleton, Ada ..	Lic.	F	130 0 0	20
Cardrona ..	18	117 0 0	..	79 5 5	..	..	Barker, Caroline ..	..	F	117 0 0	..
Fairfax ..	32	130 0 0	..	48 5 7	..	..	Meek, Ada M. ..	E2	F	130 0 0	..
Flint's Bush ..	21	130 0 0	..	20 7 7	..	..	Lind, Madeline ..	Lic.	F	130 0 0	..
Forest Hill North ..	27	130 0 0	..	63 19 0	..	..	Cameron, Jessie ..	D3	F	130 0 0	..
Kapuka ..	17	130 0 0	..	10 6 3	..	..	Selby, Bertha G. ..	D3	F	130 0 0	..
Longridge ..	17	144 0 0	..	11 3 9	..	..	Mitchell, Robta. C. F.	D4	F	144 0 0	..
Longridge Village ..	22	144 0 0	..	14 15 10	..	..	Lyttle, John ..	E1	M	144 0 0	..
Macetown ..	19	107 16 3	..	60 1 3	..	..	Blathwayt, Murray	..	M	117 0 0	..
Mimihau ..	24	144 0 0	..	11 10 10	..	..	Healey, Florence E.	E1	F	144 0 0	..
Mokoreta ..	18	130 0 0	..	16 0 9	..	..	Simmonds, Sarah E.	E2	F	130 0 0	..
Morton Mains ..	18	117 0 0	20 0 0	16 18 9	..	..	Hanning, Elizabeth	..	F	117 0 0	20
Myross Bush ..	21	134 17 4	8 6 8	11 11 1	..	..	Ash, Harriet E. ..	D4	F	130 0 0	20
Oraki ..	21	130 0 0	20 0 0	23 8 5	..	..	Ball, Alice A. ..	D3	F	130 0 0	20
Otara ..	23	130 0 0	..	11 4 7	..	..	McLauchlan, M. F.	E3	F	130 0 0	..
Riverside ..	17	127 10 4	..	32 15 10	..	..	Murdoch, Sarah ..	Lic.	F	130 0 0	..
Roslyn Bush ..	21	130 0 0	..	18 4 11	..	..	(On leave) ..	D1	F	130 0 0	..
Waikaka Siding ..	18	130 0 0	20 0 0	11 9 7	..	..	McGill, Robina L. ..	D3	F	130 0 0	20
Waipounamu ..	19	123 15 11	..	12 16 8	..	..	Anderson, Thomas	..	M	117 0 0	..
Wairekiki and Burke's Hill(1)	13	108 13 8	..	32 14 3	..	..	Prichard, Herbert ..	..	M	78 0 0	..
Wendon Valley ..	13	115 14 10	..	9 13 4	..	..	Lenihan, James ..	..	M	117 0 0	..
GRADE 3.											
Croydon ..	29	156 0 0	..	74 17 5	..	..	Biggar, Mary M. ..	D4	F	144 0 0	..
Elderslie ..	26	144 0 0	..	24 10 10	..	..	Watson, Isabella H.	D2	F	144 0 0	..
Fernhills ..	23	142 1 3	..	14 10 6	..	..	Snodgrass, Margt. T.	E3	F	144 0 0	..
Gladfield ..	30	144 0 0	20 0 0	12 14 3	..	..	Murphy, Katherine	Lic.	F	144 0 0	20
Glenham ..	33	165 0 0	20 0 0	12 15 8	..	..	White, Mary E. ..	D1	F	165 0 0	20
Half-moon Bay ..	31	144 0 0	20 0 0	23 15 1	..	..	Pasley, Margaret S.	D2	F	144 0 0	20
Heddon Bush ..	32	144 0 0	..	117 3 9	..	..	Hanning, Minnie L.	E2	F	144 0 0	..
Hedgehope Lower ..	28	(2)188 10 4	(2)6 13 4	8 17 10	..	..	Gunn, Elizabeth M.	E2	F	144 0 0	20
Longbush ..	33	144 0 0	..	22 1 3	..	..	Stott, Alexander ..	C2	M	144 0 0	..
Mabel ..	29	144 0 0	..	16 13 0	..	..	Linn, Mary I. ..	E3	F	144 0 0	..
Maitland Village ..	32	144 0 0	..	20 0 11	..	..	Barclay, Lily C. ..	Lic.	F	144 0 0	..
Mandeville ..	27	144 0 0	..	14 0 7	..	..	Overton, William R.	E2	M	144 0 0	..
Menzies' Ferry ..	35	158 15 0	15 0 0	38 16 0	..	..	Campbell, Mary A. E.	E2	F	160 0 0	20
Mossburn ..	25	144 0 0	..	18 6 4	..	..	Southberg, Eleanor	E2	F	144 0 0	..
Niagara ..	31	126 14 8	..	12 8 7	..	..	Wood, Mary ..	..	F	129 12 0	..
Otakau ..	33	144 0 0	..	15 4 4	..	..	Mackay, Leslie D. ..	D3	M	144 0 0	..
Otapiri ..	30	141 12 0	..	12 8 7	..	..	Nichol, Jessie J. ..	..	F	129 12 0	..
Oteramika ..	27	144 0 0	..	11 16 6	..	..	Golden, Mary C. ..	Lic.	F	144 0 0	..
Oteramika Gorge ..	34	144 0 0	..	83 10 9	..	..	Monteath, Thomas	E1	M	144 0 0	..
Seaward Downs ..	37	144 0 0	..	17 11 1	..	..	Enright, Mary A. ..	D2	F	144 0 0	..
Shotover, Lower ..	31	160 0 0	..	12 14 4	..	..	Fisher, Esau ..	E2	M	160 0 0	..
Tokonui ..	30	137 14 7	10 0 0	17 18 11	..	310 0 0	Rae, Duncan ..	..	M	129 12 0	..
Tuturau ..	35	160 0 0	..	13 6 11	..	..	Gibb, Robert ..	E2	M	160 0 0	..
Waikaka Valley ..	34	144 0 0	..	58 17 3	..	..	Webber, Jane ..	D3	F	144 0 0	..
Waikouro ..	23	135 12 9	21 5 9	14 19 8	..	..	Miller, Jane ..	..	F	129 12 0	20
Waimahaka ..	25	142 0 5	19 16 9	11 18 5	..	..	Lind, Janet ..	D3	F	144 0 0	20
Wallacetown ..	27	144 0 0	..	46 13 1	..	..	Macan, George H. ..	E1	M	144 0 0	..
Wild Bush ..	33	144 0 0	..	14 5 1	..	..	Fairbairn, Wilhel.	D3	F	144 0 0	..
Wyndham S. ..	19	129 12 0	..	14 15 10	..	..	Sinclair, William H.	..	M	129 12 0	..
GRADE 4.											
Charlton ..	29	160 0 0	..	15 10 9	..	..	McAllister, Agnes G.	D2	F	160 0 0	..
Fortrose ..	31	160 0 0	..	127 5 11	..	..	Millard, Arthur J. ..	E2	M	160 0 0	..
Garston ..	36	160 0 0	..	13 14 3	..	..	Lea, William S. ..	E2	M	160 0 0	..
Hedgehope Upper(3) ..	..	..	..	18 2 0	..	..	McQuirk, John ..	..	M	172 16 0	..
Hilland South ..	33	160 0 0	..	81 15 1	..	..	Milne, James ..	E1	M	160 0 0	..
Koromiko ..	38	209 11 8	..	18 0 6	..	..	Cochran, I. C. J. K.	B3	HF	160 0 0	..
							Biggar, Mary H. ..	..	AF	85 0 0	..

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(1) Burke's Hill closed. (2) For combined schools, Hedgehope Lower and Hedgehope Upper. (3) Now part-time school with Glencoe.

Table No. 8.—List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

SOUTHLAND—*continued*.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 4—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Limestone Plains	35	160 0 0	..	62 1 11	..	..	McKinnon, Charles	E2	M	160 0 0	..
Merrivale	34	160 0 0	..	12 15 7	..	..	Diack, William A...	D2	M	160 0 0	..
Moturimu	38	160 0 0	6 13 4	20 14 4	..	282 16 0	Donnelly, Peter C.	Lic.	M	160 0 0	..
Pembroke	27	136 0 10	..	80 10 4	..	..	Murdoch, Vera ..	..	F	144 0 0	..
Ryal Bush	38	160 0 0	..	23 8 3	..	..	Officer, John ..	E1	M	160 0 0	..
Spar Bush	22	156 10 11	..	14 3 4	..	..	Wild, Herbert A. ..	D2	M	160 0 0	..
Pahia	40	189 6 4	..	14 6 11	..	..	Lea, Albert G. ..	E2	M	165 0 0	..
Wairio	32	193 6 8	..	13 16 0	..	..	McDonald, Christina	E2	F	165 0 0	..
Wendonside ..	27	160 0 0	..	54 14 11	..	..	Shepard, Henry ..	E2	M	160 0 0	..
Grade 5.											
Athol	40	250 0 0	..	18 19 7	..	..	Gilfedder, Thomas J.	D3	HM	165 0 0	..
							Daplyn, Clarissa ..	..	AF	85 0 0	..
Brydone	46	241 5 0	8 6 8	27 2 0	..	284 0 0	Kelly, Thomas ..	E2	HM	165 0 0	..
							Winning, Muriel ..	..	AF	85 0 0	..
Greenhills	45	240 18 4	..	85 19 8	..	..	Ward, Agnes ..	D4	HF	165 0 0	..
							McNaughton, Jeannie	..	AF	85 0 0	..
Knapdale	43	264 10 10	..	16 7 8	..	..	Blue, Francis R. ..	C1	HM	180 0 0	..
							Peters, Mary ..	..	AF	85 0 0	..
Mataura Island ..	44	255 5 5	..	19 5 2	..	..	Gray, Agnes ..	D2	HF	165 0 0	..
							Cushen, Frances ..	..	AF	85 0 0	..
Oreti Plains ..	44	250 0 0	..	19 2 10	..	..	Donald, James ..	C1	HM	165 0 0	..
							Wright, Eliza J. ..	..	AF	85 0 0	..
Otama	36	247 4 11	..	15 18 8	..	..	McKenzie, George ..	Lic.	HM	165 0 0	..
							Stewart, Ella ..	..	AF	85 0 0	..
Otatara Bush ..	42	250 0 0	..	15 14 1	..	..	Merrie, Thomas ..	D2	HM	165 0 0	..
							Henderson, Vivien	..	AF	85 0 0	..
Rimu	55	264 0 0	..	30 12 11	..	..	Clark, Alexander ..	D2	HM	180 0 0	..
							Mackenzie, Agnes ..	..	AF	85 0 0	..
Round Hill.. ..	30	239 2 5	20 0 0	16 7 11	..	..	McLauchlan, Joseph	C2	HM	165 0 0	20
							McIntyre, Jessie ..	..	AF	85 0 0	..
Te Tua	47	250 0 0	..	54 13 4	..	..	McCallum, Mary ..	D2	HF	165 0 0	..
							McEwan, Flora ..	..	AF	85 0 0	..
Thornbury	46	256 18 1	..	21 12 6	..	..	Soar, James ..	D1	HM	180 0 0	..
							Webb, Hannah ..	..	AF	85 0 0	..
Waikaka	54	257 8 5	..	16 17 7	..	..	Thomson, Alex. G.	E1	HM	165 0 0	..
							Fahey, Nora ..	..	AF	85 0 0	..
Waianiwa	51	270 0 0	..	13 11 3	..	125 0 0	Smith, Aaron Y. ..	C1	HM	180 0 0	..
							McLeod, Cath. E...	D4	AF	90 0 0	..
Waimatuku ..	43	255 15 10	..	18 16 0	..	..	McKenzie, Duncan	E1	HM	165 0 0	..
							Pilcher, Christina H.	Lic.	AF	85 0 0	..
Wendon	43	255 13 0	..	22 5 5	..	..	McLeod, John W. ..	E2	HM	165 0 0	..
							Boyd, Flora ..	..	AF	85 0 0	..
Grade 6.											
Clifton	54	266 0 11	..	49 3 0	..	..	Robertson, George E.	C1	HM	180 0 0	..
							Harkness, Jessie ..	D4	AF	90 0 0	..
Gummie's Bush ..	42	265 19 0	..	22 13 5	..	..	Carnahan, Jessie M.	E1	HF	180 0 0	..
							Southern, Grace ..	..	AF	85 0 0	..
Pukerau	51	264 17 10	..	33 5 7	..	..	Macdonald, George C.	D2	HM	180 0 0	..
							Metcalfe, Elizabeth	..	AF	85 0 0	..
West Plains ..	49	270 0 0	..	17 13 5	..	..	Mehaffey, John ..	D1	HM	180 0 0	..
							Hannan, Cecilia ..	E3	AF	90 0 0	..
Grade 7.											
Balfour	64	280 10 0	..	41 5 8	..	83 16 0	Learmonth, Robert	D1	HM	195 0 0	..
							Nickless, Fanny W.	..	AF	85 10 0	..
Dipton	61	291 18 1	..	19 13 6	..	..	Millar, William ..	E2*	HM	195 0 0	..
							Rae, Elizabeth ..	..	AF	85 10 0	..
Drummond ..	66	277 19 5	..	24 10 3	..	..	Sproat, William ..	D2	HM	195 0 0	..
							Murray, Jessie I. E.	..	AF	85 10 0	..
Limehills	74	290 0 0	..	69 5 6	..	..	Murray, Henry E...	D1	HM	195 0 0	..
							Irwin, Margaret A.	Lic.	AF	95 0 0	..
Grade 8.											
Arrow D.H.S. ..	82	307 19 10	..	127 18 2	21 13 4	..	Orr, James ..	D1	HM	*215 0 0	..
							Brown, Isabella ..	..	AF	90 0 0	..
							Mehaffey, Maurice	..	Sec.	..	..
Colac Bay	79	329 13 4	..	54 6 4	..	..	McNeil, Angus ..	A1	HM	225 0 0	..
							Clapp, Bertha ..	Lic.	AF	100 0 0	..
Kennington ..	82	315 0 0	..	55 7 4	..	..	Featherstone, A. E.	D1	HM	215 0 0	..
							Carswell, Helen ..	D3	AF	100 0 0	..
Queenstown ..	85	315 0 0	..	23 10 11	..	..	Hiddleston, Arch. H.	E1	HM	215 0 0	..
							Cosgriff, Johanna ..	Lic.	AF	100 0 0	..
Grade 9.											
Edendale	80	376 13 7	..	56 6 5	..	445 0 0	Hoddinott, Fredk. W.	B2	HM	225 0 0	..
							Wilson, Maude M.	D4	AF	105 0 0	..
							Wallace, Elizabeth J.	..	FP3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 9—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Makarewa	108	373 19 11	..	32 2 6	..	..	Gazzard, Thomas E.	D1	HM	225 0 0	..
							Macdonald, Alexan.	E3	AF	105 0 0	..
							Cockerill, Myrtle M.	..	FP2	35 0 0	..
Nightcaps	113	381 13 2	..	41 13 3	..	..	Gray, John ..	D1	HM	225 0 0	..
							McLeod, Helen ..	D4	AF	105 0 0	..
							Ritchie, Christina ..	..	FP2	50 0 0	..
Riversdale	87	368 19 4	..	41 0 2	..	88 6 8	Sutherland, F. R. H.	D1	HM	225 0 0	..
							Lynn, Ruth ..	..	AF	94 10 0	..
							Ross, Annie ..	..	FP3	55 0 0	..
Waikaia	105	385 0 0	..	58 5 1	..	..	Steadman, David D.	C1	HM	225 0 0	..
							Ingram, Charlotte C.	Lic.	AF	105 0 0	..
							Herlihy, Mary ..	..	FP4	55 0 0	..
Waikiwi	100	374 13 3	..	65 14 11	..	..	Greig, David M. ..	C1	HM	225 0 0	..
							Hardie, Margaret ..	E2	AF	105 0 0	..
							Young, Margaret ..	..	FP3	45 0 0	..
Woodlands	92	383 1 1	..	41 8 8	..	..	McKillop, David S.	C1	HM	225 0 0	..
							Brungot, Martina ..	Lic.	AF	105 0 0	..
							Leith, Maitland J. ..	..	MP4	55 0 0	..
GRADE 10.											
Invercargill North ..	139	452 3 4	..	32 17 1	..	..	Inglis, Alexander ..	A1	HM	235 0 0	..
							Hardie, Mary ..	E2	AF	110 0 0	..
							Salmond, Elizabeth	..	FP3	55 0 0	..
							Rowe, Alfred C. ..	..	MP3	55 0 0	..
Lumsden D.H.S. ..	124	396 6 8	..	66 10 11	..	..	Clark, William H. ..	B1	HM	*235 0 0	..
							Stewart, Henrie. D.T.	D5	AF	110 0 0	..
							Lymburn, Janet ..	..	FP4	55 0 0	..
							Macgibbon, Eva I.	D4	Sec.	..	..
Orepuki	154	547 13 0	..	43 14 11	..	..	Young, Henry P. ..	D1	HM	250 0 0	..
							Lea, Mary ..	D1	AF	130 0 0	..
							McFeehy, Hugh ..	..	AM	103 10 0	..
							McLeod, John W. ..	..	AM	85 0 0	..
Otautau	134	450 0 0	..	96 3 8	..	..	Rowe, William A. ..	D1	HM	235 0 0	..
							Adams, Margaret H.	E3	AF	110 0 0	..
							Lloyd, Alice ..	..	FP3	55 0 0	..
							Watson, John W. ..	..	MP2	50 0 0	..
Tisbury	133	460 0 0	30 0 0	43 10 1	..	..	Hamilton, Martha	D1	HF	235 0 0	30
							Macdonald, Sarah M.	E2	AF	110 0 0	..
							Cushen, John ..	..	MP4	55 0 0	..
							McNaughton, M. ..	..	FP4	60 0 0	..
Waihopai	152	467 9 9	..	65 13 10	..	..	McNeil, Duncan ..	B1	HM	235 0 0	..
							Perrin, Margaret C.	B1	AF	110 0 0	..
							Cowie, Norman ..	..	MP4	60 0 0	..
							Mullay, Elvina J. ..	..	FP4	60 0 0	..
Wyndham	121	450 0 0	..	155 17 4	..	..	Golding, Jabez ..	D2	HM	235 0 0	..
							Dickie, Agnes ..	D3	AF	110 0 0	..
							Hunter, Elizabeth	..	FP3	55 0 0	..
							Cosgriff, Margaret ..	..	FP2	50 0 0	..
GRADE 11.											
East Gore	179	581 6 9	..	61 9 1	..	..	Gilchrist, William ..	D1	HM	250 0 0	..
							Salmond, Mary ..	C4*	AF	130 0 0	..
							Kennedy, Mary J. ..	D3	AF	115 0 0	..
							Kerse, Ellen P. ..	C4	AF	90 0 0	..
Winton D.H.S. ..	168	599 2 6	..	128 0 5	..	..	Hutchinson, James B.	C1	HM	*250 0 0	..
							Wilson, Robert N. ..	Lic.	AM	130 0 0	..
							McKenzie, Mary S. H.	D2	AF	115 0 0	..
							Budd, Alice M., M.A.	..	Sec.	..	..
							Cowie, Herbert P. ..	..	MP2	50 0 0	..
							Turner, Edith ..	..	FP3	55 0 0	..
GRADE 12.											
Mataura	261	736 8 7	35 0 0	160 9 10	..	..	Macandrew, William	D1	HM	265 0 0	35
							Evison, John C. M.	D1	AM	160 0 0	..
							Fowler, Lilian E. ..	D1	AF	120 0 0	..
							Brown, Caroline F.	Lic.	AF	105 0 0	..
							Pryde, Annie ..	..	FP3	45 0 0	..
							Anderson, Alex. K.	..	MP2	35 0 0	..
							Cockroft, Eric A. P.	..	MP2	50 0 0	..
Riverton D.H.S. ..	220	711 14 6	..	76 12 7	..	..	Hewat, Ebenezer C.	B1	HM	*265 0 0	..
							Acheson, Cath. E. A.	D3	AF	160 0 0	..
							Ash, Eva M. ..	D2	AF	120 0 0	..
							Lucas, Evelyne M.	D3	AF	105 0 0	..
							Hamilton, Janet A.	D2	Sec.	..	..
							Cavell, Marion ..	..	FP3	45 0 0	..
							Beer, Ethel ..	..	FP	25 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1907.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
Grade 13.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.				£ s. d.	£
Bluff	263	815 16 8	..	69 3 5	..	..	Young, Andrew ..	E1	HM	275 0 0	..
							Smith, Edward ..	D2	AM	175 0 0	..
							Todd, Eliza T. ..	D2	AF	125 0 0	..
							Gifford, Margaret A.	E3	AF	115 0 0	..
							Harrington, Ethel ..	D4	AF	90 0 0	..
							McKenzie, Lionel ..	..	MP2	35 0 0	..
Invercargill Park ..	240	845 8 4	..	58 14 2	..	..	Hain, James ..	D1	HM	275 0 0	..
							Stenhouse, Robert A.	C1	AM	175 0 0	..
							Dryburgh, Isabella	E1	AF	125 0 0	..
							Wilson, Jessie ..	E2	AF	115 0 0	..
							Prentice, John ..	..	MP4	60 0 0	..
							Seed, Jessie ..	..	FP3	45 0 0	..
							Meek, Tertia D. ..	..	FP4	60 0 0	..
Grade 17.											
Gore D.H.S. ..	455	1,230 10 0	..	176 0 9	..	..	Golding, J. ..	B1	HM	*320 0 0	..
							Grenfell, Alfred F...	D1	AM	225 0 0	..
							Howes, Edith A. ..	D1	AF	155 0 0	..
							Wilson, Elizabeth M.	D3	AF	145 0 0	..
							Lyttle, Albert J. ..	..	AM	112 10 0	..
							Stenhouse, Christina	D3	AF	110 0 0	..
							Brunton, John ..	B2	Sec.	..	..
							Sinclair, Agnes ..	C3	Sec.	..	..
							Barber, Elizabeth ..	..	FP3	55 0 0	..
							Aitken, Archibald H.	..	MP3	45 0 0	..
							Winning, Annie T...	..	FP3	55 0 0	..
Grade 19.											
Invercargill Middle ..	517	1,571 17 10	..	117 4 10	..	..	Mehaffey, William G.	D1	HM	340 0 0	..
							Greig, Alexander ..	C2	AM	235 0 0	..
							Birss, Helen L. ..	D1	AF	170 0 0	..
							McKenzie, John A.	D2	AM	155 0 0	..
							Webber, John O. ..	Lic.	AM	145 0 0	..
							Thomson, Annie ..	E2	AF	120 0 0	..
							Dundas, Jessie A...	D2	AF	105 0 0	..
							Turner, Olive A. ..	D4	AF	85 0 0	..
							Garmson, Christina	..	FP3	45 0 0	..
							Lopdell, Frank ..	..	MP1	25 0 0	..
							Hall, Norman ..	..	MP2	50 0 0	..
							Frayne, Leonora J.	..	FP4	55 0 0	..
							Mehaffey, Kathleen	..	FP1	25 0 0	..
Grade 22.											
Invercargill South ..	649	1,960 10 10	..	151 10 4	..	2400 0 0	Webber, Edmund ..	C1	HM	365 0 0	..
							Armour, William A.	A3	AM	240 0 0	..
							McLeod, Caroline ..	B1	AF	190 0 0	..
							Sebo, William H. ..	E1	AM	180 0 0	..
							Park, William F. ..	D2	AM	160 0 0	..
							Joyce, Lucy J. ..	E1	AF	135 0 0	..
							Bellamy, Eliza. W.	D1	AF	120 0 0	..
							Ramsay, Wilhel. A.	D2	AF	110 0 0	..
							Gazzard, Harry W.	..	AM	85 10 0	..
							Hall, Andrew ..	..	MP3	55 0 0	..
							Rowe, Lilian ..	..	FP2	50 0 0	..
							McKie, Lillie ..	..	FP2	35 0 0	..
							Wylie, Thomas ..	..	MP4	55 0 0	..
							Baylis, Olive ..	..	FP3	55 0 0	..
							Lindsay, Colin ..	..	MP3	55 0 0	..
							Henderson, Alice ..	..	FP3	45 0 0	..
Expenditure not classified—											
Plans, supervision, and fees	..	..	..	577 10 6	..	..	..	..	..	..	..
Furniture and appliances	..	..	..	371 15 8	..	..	..	..	..	..	..
Sites, purchase and survey of	..	..	..	45 3 1	..	..	..	..	..	..	..
Advertising tenders	..	..	..	37 6 6	..	..	..	..	..	..	..
Freight and railage	..	..	..	77 8 0	..	..	..	..	..	..	..
Insurance of employees	..	..	..	10 0 0	..	..	..	..	..	..	..
Totals ..	..	36,022 18 9	477 11 3	6,950 3 10	55 7 3	4308 18 8	..	..	..	36,120 6 0	495

REPORTS OF EDUCATION BOARDS.

[Details are in some cases omitted.]

AUCKLAND.

Auckland, March, 1908.

SIR,—

The Auckland Education Board presents the following report of its proceedings during the year 1907:—

BOARD.—The members in office at the beginning of the year were: North Ward—Mr. A. R. Harris, Mr. J. D. McKenzie, and Mr. J. Stallworthy, M.P.; East Ward—Mr. L. J. Bagnall, Mr. H. J. Greenslade, M.P., and Mr. C. J. Parr; West Ward—Mr. C. T. Barriball, Mr. G. Edgecumbe, and Mr. F. W. Lang, M.P. Messrs. McKenzie and Greenslade retired in August, and were re-elected for the North and East Wards respectively. For the West Ward Mr. G. J. Garland was elected to succeed Mr. Lang, who did not offer himself for re-election. Mr. Bagnall has acted as Chairman during the year. Twenty-three meetings of the Board were held, with an average attendance of seven members. A committee of the whole Board meets every fortnight to deal with matters of finance and the selection of teachers.

SCHOOLS.—The number of schools in operation at the end of 1907 was 484, including eighty-two schools taught half-time. Four schools were permanently closed—namely, Ararimu, Oio, Orahiri, and Whakahara. Four schools in the County of Waitomo were taken over from the Taranaki Education Board, and two schools on the Main Trunk Railway line were transferred to the Wanganui Education Board. In eight schools arrangements are made for ferrying children to and from school. It has not been found practicable to arrange for the conveyance of children by road, owing (1) to the insufficiency of the grant for the purpose, and (2) to the condition of the roads in many of the outlying settlements.

TEACHERS.—The teachers employed in December, 1907, numbered 947—males, 429; females, 518. This number includes 160 pupil-teachers. There are thus 787 teachers above pupil-teacher rank, and of these 187 are not yet fully certificated. The Board has experienced no little difficulty in providing teachers for the smaller country schools.

ATTENDANCES.—At the end of the year there were 33,174 scholars enrolled in the public schools, being 719 more than the number in December, 1906. The number of Maori and half-caste scholars was 2,144, in attendance at 238 schools. The yearly average attendance was 28,057, being less than that for the previous year. This decrease is due to the prevalence of various epidemics in all parts of the district during the greater portion of the year. Teachers are required to forward monthly returns of irregular attendance, which are dealt with by the Truant Officer. His work during the year included 351 visits to schools, the examination of 3,234 returns, and the issue of 2,229 notices to parents. There were 294 informations laid against parents for non-compliance with the provisions of the Act. These resulted as follows: The number of convictions was 206, 66 cases were adjourned owing to non-service of summonses or other cause, 22 were withdrawn, none were dismissed.

SCHOLARSHIPS.—The scholarships under tenure at the end of 1907 were: Junior National, 14; Junior District, 68; Senior District, 23: total, 105. The Board has received satisfactory reports of the diligence and progress of the holders.

DISTRICT HIGH SCHOOLS.—Ten district high schools have been in operation during the year, at which there were 379 pupils in attendance at the end of the year.

TRAINING COLLEGE.—Thirty-six students attended the Training College during the year. Twenty-seven students have completed the two years of their training, and all except two are now teaching in the public schools. The report of the Principal shows that, in spite of the limited accommodation, good work has been done during the year. The building now being erected will afford accommodation for eighty students.

PHYSICAL AND MILITARY DRILL.—The Board has to report that due attention is given to the requirements of the Act in respect of physical and military drill. In most of the schools exercises are practised daily. Military drill is taught whenever possible, and there are fifty-seven schools in which cadet corps have been organized. The cadets of the Auckland, Thames, and Ohinemuri Battalions have received a week's instruction in camp, with most beneficial results. It is desired that provision may be made by regulation for the military instruction of cadets after leaving school.

MANUAL AND TECHNICAL INSTRUCTION.—The report of the Director shows that no less a number than 1,150 students were in attendance at the Auckland Technical College during the year. A day-school for boys and girls has been established, with an attendance of 170. The three manual training schools at Auckland, and those at Thames and Whangarei, have provided instruction in cookery and woodwork for the boys and girls of the upper standards of the primary schools. Instruction in brush drawing or other handwork has been given in 231 schools. Systematic instruction in agriculture and nature-study has been given in ninety schools, and classes for the instruction of teachers have been held in various centres. The new Technical College, when erected, will provide ample accommodation for the classes which are now suffering from disadvantage of inadequate accommodation. Technical continuation classes have been established at the larger centres of population, and classes for the technical training of teachers have been held at Auckland, Thames, and Whangarei.

FINANCE.—At the beginning of the year there was a balance in hand of £13,429 1s. 9d., including the donation of £10,000 from the trustees of the Auckland Savings-bank, towards the cost of a new building for the Technical College. A subsidy of £1 for £1 on this donation was received from Government during the year. The receipts during 1907 amounted to £187,530 16s. 11d.; while the expenditure was as follows: Administration and Teachers' Salaries Account,

£138,370 10s. 1d.; secondary education, £4,996 17s. 10d.; Manual and Technical Account, £9,753 15s. 9d.; maintenance of buildings, £14,309 14s. 6d.; new school buildings, £11,594 16s. 9d.; manual and technical buildings, £1,865 8s.; unclassified accounts, £128 18s. 5d.; total, £181,020 1s. 4d., leaving a credit balance at the end of the year of £19,939 17s. 4d. The school buildings Maintenance Account was charged with the sum of £8,471 9s. 10d., which had been expended on new school buildings. There is still a deficiency in the New Buildings Account, owing to the generally inadequate amount of special grants. The Board has repeatedly appealed against the refusal of Government to provide the whole cost of new buildings.

BUILDINGS.—Nine schools were built, and eleven schools were enlarged during the year. Four residences were erected, and one was enlarged. The repairing, painting, and improvement of school buildings have been carried out by competent foremen, under direction of the Architect. The Board sustained a very serious loss through the death of Mr. R. M. Watt, who for fifteen years laboured assiduously as Architect. His former partner, Mr. John Mitchell, has been obliged through ill health to resign his office as Architect of new school buildings. The untiring labours of these gentlemen have raised the school buildings of the district to a very high standard. It is believed that the same standard will be maintained by the present Architect, Mr. John Farrell.

CONCLUSION.—The thanks of the Board are due to the Education Department for the careful consideration of its recommendations; to the Officers of the Public Health Department for much valuable help and advice in matters of school-sanitation; and to the School Committees of the district for their cordial co-operation during the year.

I have, &c.,
L. J. BAGNALL, Chairman.

The Hon. the Minister of Education.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	13,429	1	9
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	112,261	8	1
Reserves revenue for primary education	3,588	15	0
Capitation at 6d., for relieving-teachers	704	18	9
Capitation at 11s. 3d., and grant of £250	16,110	13	3
Special capitation at 9d. for School Committees	1,057	19	9
Training College—			
Salaries of staff, &c.	1,517	13	0
Allowances to students	1,688	0	0
Capitation at 9d., £11 9s. 6d.; grant for library, £100	111	9	6
Training of teachers other than at training colleges	500	0	0
Conveyance of school-children	102	19	0
Receipts from other sources—			
Commission on Government Insurance premiums collected	17	13	3
Truancy fines	112	18	10
Fees, special standard examinations, £10; sales of electoral rolls, &c., £1 4s.	11	4	0
Grants from Government for—			
Scholarships—			
Education Board	2,131	10	2
National	340	0	0
District high schools—Salaries of teachers	2,534	6	8
Receipts from other sources—			
School fees	18	15	0
Voluntary contributions	64	10	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	7,204	16	9
Material for class work	172	7	10
Subsidies on voluntary contributions	31	1	6
Receipts from other sources—			
Fees	764	19	11
Voluntary contributions	49	4	1
Interest on J. E. McLeod, fixed deposit (£90)	2	14	0
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	10,629	11	4
House allowances	4,320	2	2
New school buildings, additions, furniture, sites, &c.	9,854	6	4
Technical-school buildings, furniture, fittings, apparatus, &c.	212	12	0
Subsidies on voluntary contributions	10,420	1	6
Other receipts—			
Sale of sites	55	0	0
Rents, £65 11s. 9d.; sales from store, £46 1s.; Committees' contributions, £68 4s.; sales of old teachers' houses, £73 5s.	258	1	9
Voluntary contributions	398	16	0
Interest on fixed deposits	269	0	0
Rents from site	18	7	6
	£200,959	18	8

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	5,358	15	11
Office contingencies	2,675	7	11
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	115,612	7	3
Relieving-teachers' salaries	1,178	18	5
Training College—			
Salaries of teachers	1,425	13	8
Incidental expenses of Training College	331	6	8
Allowances to students	1,679	0	0
Training of teachers other than at training colleges	145	0	0
Conveyance of school-children	242	9	11
Special capitation to School Committees	1,057	19	9
Incidental expenses of schools	8,266	0	6
Truant Officer	266	5	4
Audit of School Fund accounts	40	0	0
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	2,129	5	11
National Scholarships	340	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	2,488	6	8
Other expenses—Apparatus	44	5	3
Manual and technical—			
School classes	3,939	18	0
Special classes	4,547	10	0
Other expenses—Office salaries	1,266	7	9
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, sites, &c.	7,979	6	11
Rebuilding	1,434	12	10
Rent	559	14	8
House allowances	4,396	0	1
New school buildings, additional class-rooms, furniture, sites, &c.	11,594	16	9
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	95	13	8
Special classes	1,769	14	4
Other expenses—			
Purchase of sites (Land Sales Account)	5	5	0
Cheques called to account in 1901, presented through Teachers' Salaries Account, £4 13s. 3d.; Store Account, £15 4s. 8d.; teachers' salaries disallowed, £31 4s. 9d.	51	2	8
Sales of old teachers' houses paid over, £73 5s.; refund to Harapepe settlers of contributions towards erection of school, £30 10s. 6d.	103	15	6
Balance at end of year	19,939	17	4
	£200,959	18	8

5th May, 1908.

L. J. BAGNALL, Chairman.
VINCENT RICE, Secretary.

TARANAKI.

SIR,— New Plymouth, 22nd April, 1908.

In accordance with the provisions of section 166 of "The Education Act, 1904," the Education Board of the District of Taranaki has the honour to submit the following report of its proceedings for the year 1907:—

At the beginning of the year the Board was comprised of the following members: Mr. James Wade (Chairman), Messrs. G. A. Adlam, Henry Faull, W. L. Kennedy, J. D. Morrison, Arthur Morton, William Monkhouse, Harold Trimble, and Gustave Tisch. In the terms of "The Education Act, 1905," the following members retired, and offered themselves for re-election at the election held on the fourth Monday in July, and were re-elected unopposed: North Ward, Harold Trimble; East Ward, W. L. Kennedy; West Ward, G. A. Adlam. At the meeting held on the 27th August, Mr. James Wade was re-elected Chairman. The Board held twenty-four meetings, the Finance Committee twelve, and the Teachers' Selection Committee eleven. The Reserves Committee visited a number of the school-sites, and furnished reports for most meetings.

New schools have been opened at Mahakau, Newall, and Opua, and the Pohokura School was closed. The Auckland Board took over the Kaeaea, Matiere, Mangaroa, and Mangapapa Schools: of these, the Kaeaea and Mangapapa Schools were opened during the year. At the end of the year there were eighty-one schools open, including six half-time schools, and the number of teachers employed was 147, who were graded as follows: Sole teachers, 38 female and 12 male; head teachers, 5 female and 23 male; assistants, 37 female and 8 male; pupil-teachers, 20 female and 3 male.

At the annual pupil-teachers' examination three pupil-teachers entered for the first examination: two passed, and one failed. Four pupil-teachers entered and passed the D Certificate Examination, and two entered for the C Examination, gaining a partial pass.

Of the senior candidates for the Board's scholarships sixteen qualified, and of the junior fifteen; Senior scholarships were awarded to five candidates from the New Plymouth High School; and Junior Scholarships to—Central, 1; Norfolk, 1; and Upper Kent, 1. The Queen's Scholarship was gained by a girl attending the Stratford District High School. The National Scholarship allotted for the district was gained by a boy attending the Stratford District High School.

There have been twenty-nine appointments made during the year, besides those of a temporary nature, and appointments of pupil-teachers. Six teachers from other districts received appointments, and thirteen teachers in the service of the Board received promotion.

New schools have been erected at Kaeaea and Mangapapa, and the West End, Midhirst, and Oaonui Schools have been enlarged. The old residences at Egmont Village and Opunake have been replaced by new ones, and the Toko, Salisbury, and Waiongona residences have been enlarged.

The receipts of the Board from all sources, including a balance of £2,072 17s. 4d. brought forward from 1906, amounted to £31,279 2s. 3d.; while the expenditure was as follows: Administration, £1,735 19s. 4d.; teachers' salaries and allowances, £18,642 13s. 5d.; incidental expenses of schools, £1,343 14s. 2d.; secondary education, £1,369 15s.; manual and technical, £5,777 9s. 4d.; buildings, £2,535 8s. 8d.: leaving a deficit of £125 17s. 8d.

In the majority of our schools physical exercises are taken daily, with a more extended period for instruction once a week. In the larger schools cadet corps have been established, and this year these have been formed into two battalions, No. 1 comprising the schools in the northern part of the district, and No. 2 those in the southern.

A technical building was erected on St. Michael's Square at a cost of £3,500. The building is one of the finest of its kind in the Dominion, being well equipped for present needs, and in most respects up to date. A plumbing-room has now been added to the building, and affords every convenience for the teaching of this subject. The woodwork-room at Stratford was fitted up for a cookery-room, and it was found necessary to approach the Department for a new woodwork-room. On the application being granted, a large room for the teaching of this subject was erected at the back of the main building. Elementary handwork was taken at thirty-eight schools, and sewing under the Manual Regulations at ten. In addition to the above, manual work, as defined by clauses 22–27 of the Regulations of Manual and Technical Instruction, was recognised in sixty-two cases, the subjects embracing woodwork, cookery, botany, dairying, advanced needlework, elementary agriculture, swimming and life-saving, elementary measurements, chemistry, and elementary physiology. Considerable progress has been made in technical education, especially agriculture.

It is very gratifying to be able to state that, so far as this district is concerned, the maintenance grant has proved ample to meet all requirements, as, in the opinion of the Board, the Auditor-General will approve.

Teachers' residences and rent-allowances: These regulations are considered very unsatisfactory. It certainly does not seem fair or reasonable that a teacher should be deprived of rent-allowance because there happens to be a mere hovel or even a whare provided in the past, while a teacher in charge of, perhaps, a same-grade school, but in a more favoured locality, enjoys a comfortable residence, or in lieu thereof full rent-allowance.

The number of schools, teachers, and pupils attending the schools in the district for 1907 was as follows: Schools, 81; head teachers, 78; assistants, 45; pupil-teachers, 23: total number of teachers, 147. Number of pupils on the roll, 5,096. Average attendance, 4,246.

CONCLUSION.—The relations of the Board with the Education Department, its official and teaching staff, and with the School Committees have been most cordial and pleasant throughout the year.

I have, &c.,

The Hon. the Minister of Education. JAMES WADE, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	2,078	16	11
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	16,330	6	1
Reserves revenue for primary education	1,424	3	6
Capitation at 6d. for relieving-teachers ..	107	12	0
Capitation at 11s. 3d., and grant of £250	2,670	17	6
Special capitation at 9d. for School Committees	163	15	3
Training of teachers other than at training colleges	120	0	0
Conveyance and board of school-children	68	5	6
Receipts from other sources—			
Truancy fines	7	5	6
Rents of school-sites	96	17	6
Grants from Government for—			
Scholarships—			
Education Board	325	4	0
National	60	0	0
District high schools—			
Salaries of teachers	511	16	4
Subsidies on voluntary contributions, &c.	206	13	0
Receipts from other sources—			
District high school fees	10	8	0
Voluntary contributions	150	0	0
Scholarships refunded	8	2	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	515	15	6
On account of free places	22	8	0
Material for class-work	20	9	10
Subsidies on voluntary contributions and bequests	56	5	0
Receipts from other sources—			
Fees	297	2	1
Voluntary contributions	134	5	11
Material sold	38	16	4
Deposit fees	14	1	0
Refunds	10	12	9
Discount	3	0	3
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	2,131	5	0
House allowances	446	16	3
New school buildings, additions, furniture, sites, &c.	1,369	3	1
Technical-school buildings, furniture, fittings, apparatus, &c.	1,839	6	8
Other receipts—			
Refunds: Smart Bros., £10 6s.; Henry and Irvine, £3 16s.	14	2	0
Sale of furniture, £1 10s.; apparatus, 13s.	2	3	0
Refund by Auckland Education Board, £25 18s.; stamps on leases, 7s. 6d. ..	26	0	6
Balance at end of year	125	17	8
	£31,407	13	11

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	965	16	8
Office contingencies	728	0	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	18,186	15	9
Relieving-teachers' salaries	55	4	0
Conveyance and board of school-children ..	42	2	0
Special capitation to School Committees ..	163	15	3
Incidental expenses of schools	1,179	18	11
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	327	9	0
National Scholarships	68	9	5
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	560	4	0
Other expenses—			
Secretary, £5; apparatus, 6s. 7d. ..	5	6	7
Donations	206	13	0
Subsidies on donations	206	13	0
Manual and technical—			
School classes	569	12	5
Special classes	738	9	9
Office salaries	173	6	8
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	1,983	10	3
Rebuilding	793	12	6
Rent	76	16	6
House allowances	450	13	8
New school buildings, additional classrooms, furniture, sites, &c.	1,412	6	1
Buildings, class rooms, furniture, &c., for manual and technical purposes—			
School classes	2,325	1	1
Special classes	229	16	9
Other expenses—			
Overpaid: Smart Bros.	10	6	0
Cheque drawn in error	2	14	0
	£31,407	13	11

17th February, 1908.

JAMES WADE, Chairman.
P. S. WHITCOMBE, Secretary.

WANGANUI.

SIR,— Education Office, Wanganui, 31st March, 1908.

In accordance with the provisions of "The Education Act, 1904," the Education Board of the District of Wanganui has the honour to present the following report of the proceedings for the year 1907.

BOARD.—At the beginning of the year the members of the Board were: Messrs. F. Pirani (Chairman), A. Fraser, and G. H. Bennett, Southern Ward; D. H. Guthrie, F. M. Spurdle, and F. Purnell, Middle Ward; and G. Carson, E. Dickson, and James Smith, Northern Ward. The retiring members for the year were Messrs. A. Fraser, D. H. Guthrie, and G. Carson; and at the election in August the following were returned: Messrs. Fraser, D. H. Guthrie, and W. C. Cargill. Mr. F. Pirani, Feilding, was reappointed Chairman. The Board held twelve ordinary and two special meetings. The average number of members in attendance was eight. The following were appointed to represent the Board on various public bodies: Training College Board of Advice, Wellington, Gilbert Carson, Esq.; School Commissioners, F. Y. Lethbridge, Esq., M.P.; Palmerston North High School Board of Governors, G. H. Bennett, Esq.

At the close of the year 184 main schools and four side schools were open. The following were opened during the year: Tokaora, Mangawhio, Waionui (the two last named taking the place of household schools); Makatote and Raurimu were transferred from the control of the Auckland Board at the beginning of the second quarter. During the same period the following were closed: Maungaporau, Rata Flat, Raketapauma, and Pukeroa (temporarily). At the beginning of the year the Patea School was raised to the rank of a district high school. As might be surmised, the principal area of the extension of new schools follows the route of the Main Trunk Railway. There were under the Board's supervision eight Roman Catholic schools, concerning which information is given by the Inspectors in their reports.

Teachers.—At the close of the year there were, including three relieving-teachers, 377 teachers in the Board's service, of whom 167 were men and 210 women. In respect of qualification, 236 of the head and assistant teachers were certificated or held licenses, and 141 were uncertificated. As a number of teachers from the Training College entered the Board's service at the beginning of 1908, and as more will do so from time to time, it is certain that the ratio of uncertificated to certificated teachers will diminish year by year. The Board notes with satisfaction that a large number of teachers successfully sat for higher certificates at the January, 1908, examinations. In the teaching, as in the other branches of the public service, the need of reform is ever present. Improvement in the staffing of the schools and in the salaries of the teachers are the reforms that the well-being of our primary schools demand. The qualifications of the teachers of this district may be set out thus: A1, 3; A2, 1. B1, 4; B2, 2; B3, 2. C1, 9; C2, 5; C3, 5; C4,3; C5, 1. D1, 23; D2, 30; D3, 41; D4, 14. E1, 14; E2, 27; E3, 31; E4, 6. Licensed, 15.

Attendance.—At the close of the year the roll-number stood at 13,046, and the attendance averaged 10,973. Compared with last year, there has been a decrease of the average attendance for the year of 131, although the roll increased by 175. The average attendance for the year expressed as a percentage of the mean of the average weekly roll for the year, was 82·9, which is considerably lower than for some years. This result is undoubtedly due to the extraordinary amount of sickness prevailing during the winter months; in some districts measles and other epidemics recurred again and again, and the educational harvest has been considerably impaired by such a state of affairs.

Finance.—The Board began the year with a credit balance on the General Account of £201 19s. 3d., and a debit balance on the Building Account of £2,046 9s. 1d. At the end of the year the balance on the General Account was, debit, £4,127 8s., and on the Building Account, debit, £1,004 5s. Taking into consideration the money assets and liabilities, including the balance of maintenance grant, the actual state of the accounts on the 31st December, 1907, was as follows: General Account, credit, £617 10s. 10d.; Building Account, credit, £769 5s. 11d. Reference to the statement of receipts and expenditure for the year shows the amounts received and expended under the different headings.

Buildings.—During the year new schools were built at Orautoha and Himatangi, and new residences at Kaitoke, Mangamahu, Foxton, and Alton. Additions have been made to Denlair, Mosstown, Kaponga, Eltham, Linton, Sedgebrook, and Taihape Schools, and to Ashhurst and Kimbolton residences; while repairs have been made at Brunswick and Marton Schools and Maxwell and Okoia residences. The demands on the building grant increases year by year, and there are certain desirable, necessary, and even urgent works which, through the inadequacy of this grant, the Board has been unable to face. There are a number of buildings, erected more than twenty years ago, which, because of their insanitary situation or economical construction, have either to be rebuilt or almost entirely reconstructed; and these present a problem, not solved by the amount of the maintenance grant, or any theoretical idea about the life of buildings, or the setting-aside of a reconstruction fund. As settlement advances and the standard of living increases, better buildings are required, and a school or residence considered good enough for a backblocks settlement becomes a reproach to a closely populated town. In regard to residences especially, the difficulties are very great. In districts where houses are unobtainable it is generally the case that the cost of building is heavy, while the fact of one room being attached to a school is made a reason why a teacher with a family is not allowed house allowance, and, as no grants have been made by the Department for residences for six months or more, it is impossibe to face the question of building. It may be difficult for the Department to come to a conclusion as to which course to pursue in this matter, but the whole matter is one of urgency, and the health, comfort, and well-being of the teachers necessitate strong representations being made in this matter.

Office Accommodation.—The present building is utterly inadequate to the needs of a growing district; so inadequate is it that it is a bar to efficient administration. It is to be hoped that during the next session of Parliament it will be possible to promote successfully a Bill to secure to the Board the site on which the office stands, which is merely an unclassified Government reserve. (In this connection the Board consider that additional office accommodation is as much a charge on the Building Fund as additions to schools.) It would then be possible to erect a building suited to present requirements.

Scholarships.—The following are the awards for the present year (1908): Board's Senior: Feilding District High School; Wanganui Collegiate; Wanganui Girls' College; and Nelson College. Board's Junior: Queen's Park, Wanganui; Aramoho; Upokongaro; Wanganui District High School; and Palmerston North High School. Queen's Scholarships: Queen's Park, Wanganui; and Wanganui District High School. Junior National: Queen's Park, Wanganui; Terrace End, Palmerston North; and Wanganui District High School.

Thirteen boys and four girls took scholarships this year. Sixteen of the successful candidates belong to town and one to country schools. One effect of raising the Junior Scholarship age to fourteen will be to place country candidates in a more favourable position than they previously were. An Agricultural Scholarship of the value of £20, the gift of Mr. S. Gibbons, of Marton, in memory of his late father, was awarded to Upper Tutaenui School. A Hawera County Science Scholarship will be awarded at the close of the present year.

Training of Teachers.—Saturday classes for the training of teachers were held continuously throughout the year. Science was taken at Palmerston North, Marton, and Wanganui; cookery at Wanganui and Palmerston North; handwork at Wanganui and Hawera; and dairying at Hawera. Certificates of merit were awarded to the students at the end of the courses of lessons, and there can be no doubt but a great deal of excellent work was done. In this connection there should be mentioned a highly successful summer school, conducted by Dr. Marshall, of Otago University, who lectured continuously for a week on the physical geography of the district. A winter school, for the benefit of uncertificated teachers and teachers from remote schools, was held in June, and five teachers, selected by the Inspectors, enjoyed the privilege of a three-weeks attendance at the Training College, Wellington.

School Handwork.—It appears from Mr. Varney's report that interest in this form of school-work continues to grow. Last year (1906) handwork was taken in 121 schools, and in the year to which this report refers it was taken in 153 schools.

School Technical Classes.—During the year there was a great expansion in the volume of work done in the classes that come under this heading. The Board was fortunate in securing the services of Mr. R. Browne, whose classes in dairy-work, twenty-one in number, evoked intense interest among the pupils. Mr. Grant continued his work in connection with school agriculture, and at the end of the year there were gardens attached to eighty-one schools, as against forty-six in 1906. It has been arranged—the only satisfactory arrangement possible in this district—that the schools may take a combination course in agriculture and dairying, and it is to be hoped that the Department will make such a grant for this course as will promote its extension among the schools. Messrs. Clark and Bannister taught woodwork in ten schools, and Misses Mollison and Fergus taught cookery in the same number. As Miss Mollison now takes cookery classes in connection with the Wanganui Girls' College, it has been found necessary to appoint Miss F. Grant to assist her. The woodwork classes have also increased, and it will be necessary for Mr. Fossey, the Director of the Feilding Technical School, to take the woodwork there.

Technical Instruction.—For the purposes of technical instruction, the district has been divided into three subdistricts, each under the direction of a Supervisor. The results of the labours of the Supervisors, so far as providing the means of instruction are concerned, should satisfy the most exactingly progressive minds. In the Northern District, under the supervision of Mr. Hintz, one new school—Eltham Technical School—comprising a science-room, a woodwork-room, and a cookery-room, was completed. Another school, that at Patea, comprising a cookery and a woodwork room, was in course of construction, while, for yet a third, at Manaia, comprising a room for agricultural and dairying science, sufficient money was raised to induce the Department to make a substantial grant towards the building. Through want of a suitable site, and, perhaps, also through want of interest on the part of the public, no satisfactory technical rooms are yet available at Hawera. From Mr. Hintz's report it will be seen that classes were conducted at different centres in the district. In all, the people of the Northern District subscribed £323 14s. 4d. towards the erection of technical buildings. In the Central District, under Mr. Varney's supervisorship, the Marton Technical School, comprising a science-room, a woodwork-room, a cookery-room, and a class-room, was completed, and opened by the Hon. the Minister of Education on the 24th August. At Taihape sufficient money was subscribed locally to justify the Department in making a grant this year of £470 towards the erection of a school, and at Bull's the amount raised should produce a liberal response from the Department. An engineering department has been added to the Wanganui School, and Mr. Denis Seaward, A.R.C.A., is being brought from England to take charge of the art department. The total amount subscribed in the Central District towards the erection of technical buildings is £266 10s. 2d. Day technical classes have been started at Wanganui, with what success the Board will be in a position to determine by the end of the year. In the Southern District, which till the close of the year had been under the supervisorship of Mr. Amos, there was great extension in the technical work. The Feilding Technical School, comprising science, art, woodwork, cookery, plumbing and class rooms, a handsome structure in brick, will be ready for occupation when the classes start this year. Mr. H. Fossey, whose experience at Home and in the Dominion has been varied and ample, has been appointed to the directorship. Under his direction the school may be expected to prove of immense benefit to the large and prosperous district in which it is situated. During the year the sum of £424 4s. was raised in the Southern District towards the construction of technical buildings.

Physical and Military Drill.—Deep-breathing exercises are taken at nearly all the schools. There are now quite a number of cadet corps in the district, and in most cases these corps are finely officered.

Arbor Day.—At most of the schools Arbor Day was enthusiastically celebrated. The day was made the occasion not only of tree-planting, which was done on an extensive scale, but also of ornamenting the school walls with pictures, as well of social intercourse and patriotic speeches. It is believed that the time was spent to distinctly educative advantage.

Pupil-teachers.—At the close of the year there were in the Board's service fifty-four pupil-teachers—sixteen boys and thirty-eight girls. The Board is glad to observe that among the applicants for the position of pupil-teachers there are now considerable numbers holding the Matriculation or Civil Service Certificate. Having but a short period of service, pupil-teachers with these certificates may return from the Training College as fully trained teachers in four or five years. The scholarship system, and the extension of the district high schools, make it possible for promising pupils in every part of the district to enter the teaching profession. The system of central instruction of pupil-teachers has not been an unqualified success, and it is proposed to revert to the former method of training, except in the case of drawing and singing, which will continue to be taken at centres.

Inspection of Schools.—A committee of the Board closely scrutinised the reports of the Inspectors during the year; and the opinion of the committee, as expressed to the Board, is that the work of the schools is maintained at a very satisfactory level of efficiency. One pleasing feature which a perusal of the Inspectors' reports reveals is the extension of the study of elementary science and of various practical subjects. Nearly all the candidates for the proficiency certificate were examined towards the end of the year, either by the Inspectors directly, or at special centres, supervised by the teachers. This arrangement has much to commend it, and no serious difficulty was experienced in carrying it out.

School Furniture and Apparatus.—In continuance of its previous policy, single desks alone were sent out by the Board to the schools. The desk supplied has metal standards and adjustments, with a rimu top, and there can be no question of its durability and serviceableness. Apparatus and material was also supplied on a liberal scale, the Board being of the opinion that, if modern methods be insisted on, modern appliances must be supplied.

New Drains at Old Schools.—The Board had to face a serious problem in connection with sanitation at several of the largest schools. The extension or introduction of sewage systems necessitated the replacement of the old pan system with one more in accordance with modern requirements; but, unfortunately, there was no provision for such extensive expenditure as this involved—in four schools alone this work involving a cost of fully £800. The first school, Campbell Street, Palmerston North, was equipped at a cost of £230, but, although the Board has been served with legal notice to equip the schools at Eltham, Feilding, and College Street, Palmerston North, similarly, the finances do not justify such an expenditure, except out of an overdraft obtained on the personal guarantee of the members. An appeal was made to the Minister for assistance, and it is still hoped that the magnitude and importance of the work will be sufficient reason for compliance with the desire of the Board.

METHOD OF PAYMENT OF TEACHERS' SALARIES.—Since the introduction of the colonial scale, teachers have been compelled to pay the exchange on cheques for salaries. The Board decided, from the beginning of this year, to pay teachers' salaries and School Committees' allowances free of exchange. It is intended for the future to pay teachers' salaries, as far as possible, through the bank, instead of, as hitherto, by cheque.

POSTAGE.—The Board has minimised to some extent the cost of having to pay for postage and telegrams, by only providing for outgoing expense of this sort; but it has been considered unfair to mulct teachers and Committees in the cost of official correspondence, and from the beginning of 1908 the Board will provide for this, the expenditure being estimated at £300 a year—a burden on the finances which hardly accords with the idea of improving them, especially when it is remembered that free postage did not add a penny to the Dominion's expenditure, while it savours of a farce to pay capitation to the Board and then to take £300 a year out of it for postage.

NOTE TO TEACHERS.—The Board has again to refer in the highest terms to the capability, industry, and enthusiasm of the general body of teachers, for, with hardly an exception, they have proved their fitness for the very important work intrusted to them.

INSPECTORIAL STAFF.—The district is fortunate in its staff of Inspectors, all three carrying on its work most ably, whilst the Chief Inspector, Mr. G. D. Braik, has proved the mainspring of many new and useful movements for the improvement of the education of the district, and a perfect genius for organizing systematic methods, and inculcating the best principles to be utilised.

I have, &c.,
The Hon. the Minister of Education. FRED. PIRANI, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	43,005	17	5
Reserves revenue for primary education	2,725	3	2
Capitation at 6d. for relieving-teachers	274	6	0
Capitation at 11s. 3d., and grant of £250	6,421	12	3
Special capitation at 9d. for School Committees	416	8	0
Conveyance and board of school-children	81	4	0
Receipts from other sources—			
House allowance refunded	4	3	4
Truant inspection, fines	55	17	6
Unpresented cheques written on ..	51	17	1
Grants from Government for—			
Scholarships—			
Education Board	816	11	1
National	256	2	6
District high schools—			
Salaries of teachers	1,767	18	8
Subsidies on voluntary contributions, &c.	105	0	8
Receipts from other sources—			
Fees	17	0	0
Voluntary contributions	260	10	9
Voluntary contribution, S. J. Gibbons, Gibbons Scholarship	20	0	0
Grants from Government for manual and technical instruction –			
Capitation—			
On all classes	1,791	10	4
On account of free places	474	17	2
Material for class-work	58	6	11
Subsidies on voluntary contributions and bequests	442	2	9
Receipts from other sources—			
Fees	1,662	2	9
Voluntary contributions	1,296	1	8
Transfer from Rees Bequest Fund Account for apparatus, £15 18s. 7d.; Unpresented cheque written on, £1 10s.; material, &c., sold, £59 19s.; interest on deposit, 12s. 6d.	78	0	1
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	3,174	6	8
House allowances	1,391	14	5
New school buildings, additions, furniture, sites, &c.	3,333	9	6
Technical-school buildings, furniture, &c.	1,614	7	0
Other receipts—Rents of sites, £75 13s. 6d.; material sold, £3 12s.; donations and refunds, £17 11s. 3d.	96	16	9
Balance at end of year	5,131	13	0
	£76,825	1	5

Expenditure.	£	s.	d.
Balance at beginning of year	1,844	9	10
Staff salaries and clerical assistance ..	1,783	9	6
Office contingencies	1,356	19	7
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	45,668	0	6
Relieving-teachers' salaries	283	4	7
Truant inspection	260	10	0
Conveyance and board of school-children ..	83	0	0
Special capitation to School Committees ..	416	8	0
Incidental expenses of schools	2,648	1	11
Special training of teachers, £253 19s. 10d.; teachers' salaries (primary), £298 10s. 11d.; teachers' salaries (secondary), £43 17s. 3d.; teachers' bonus, £12; house allowance, £47 10s. 3d.; teachers' travelling expenses, £28 4s. 2d. ..	684	2	5
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	829	13	10
National Scholarships	261	15	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	1,682	18	8
Other expenses—Subsidies and voluntary contributions paid to School Committee	254	2	6
Manual and technical—			
School classes	2,113	14	2
Special classes	4,007	4	8
Other expenses—Office salaries, £142 13s. 4d.; fees refunded, £1; examination expenses, £7 12s.; telephone, £5 5s. 3d.; scholarships, £84; library and prizes, £96 8s. 7d.	336	19	2
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	1,935	18	7
Rebuilding	522	18	11
Rent	112	9	1
House allowances	1,427	0	7
New school buildings, additional class-rooms, furniture, sites, &c.	2,918	5	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	794	9	9
Special classes	4,526	7	11
Other expenses—Purchase of sites (Land Sales Account)	72	17	3
	£76,825	1	5

18th February, 1908.

FRED: PIRANI, Chairman.
W. J. CARSON, Secretary.

WELLINGTON.

Sir,— Education Board Office, Wellington, 31st March, 1908.

In accordance with the requirements of "The Education Act, 1904," I beg to submit the following report of the Education Board of the District of Wellington for the year 1907:—

The ballot held in compliance with the requirements of "The Education Act Amendment Act, 1905," resulted in the retirement of Messrs. Lee (City), Field, M.P. (Manawatu-Hutt), and Hogg, M.P. (Wairarapa), who were re-elected, the last two unopposed. A vacancy caused by the resignation of the Rev. W. A. Evans was filled by the election of Mr. J. G. W. Aitken, M.P. The membership of the Board at the end of the year was thus: Wellington City Ward—Messrs. J. G. W. Aitken, M.P., W. Allan, R. Lee; Manawatu-Hutt Ward—Messrs. W. H. Field, M.P., J. Kebbell, Captain McDonald; Wairarapa Ward—Messrs. W. C. Buchanan, A. W. Hogg, M.P., A. H. Vile. At the August meeting Mr. R. Lee was unanimously re-elected Chairman. The Board's representative Managers of Technical Schools were: Wellington—Messrs. Aitken, Allan, and Captain McDonald; Petone—Captain McDonald and Mr. Vile; Pahiatua—Messrs. Buchanan and Vile. Mr. J. R. Blair continued to represent the Board on the Wellington School Commissioners.

Number of Schools.—At the beginning of 1907 155 schools were in operation. During the year there were opened Homeburn, Kauhiku, Kaikuri, Pakowai, and Pakaraka—all household schools; and there were closed Tikaramonga and Homeburn: leaving 158 in operation at the end of the year.

Attendance.—The average roll and attendance for the respective quarters and the year were: March 16,526, 14,403; June 16,528, 13,887; September 16,532, 13,636; December 16,669, 14,103: year 16,564, 14,007. The percentage of attendance was 84·6, the lowest since 1903. The corresponding figures for the year 1906 were—roll, 16,416; attendance, 14,356; percentage, 87·5. While the roll increased by 148 as compared with 1906, the average attendance decreased by 349, or nearly 3 per cent. of the average number enrolled. This serious decrease is almost wholly due to epidemics, chiefly whooping-cough and influenza, which prevailed over nearly the whole district, and in many instances affected the attendance of three quarters. The following are the statistics of the Truant Officer for the year: Number of schools visited, 462: cases reported by head teachers, and dealt with, 3,835; proceedings instituted, 141; convictions recorded, 120; cases withdrawn owing to improved attendance, 9; cases withdrawn in order that police might take other action, 6; fines inflicted, £16 17s., costs £37 2s.—total, £53 19s.; cases dismissed—1 for sickness, 1 owing to father not being responsible; and summonses unserved, 4.

There were enrolled twenty-three children of school age whose education was being neglected. A large number of neglected children came under notice, and were reported to the police. The Board desires again to urge the desirability of amendment of section 141 of "The Education Act, 1904," which permits the absence of a child one day in each week of the school year. The Board has reason to believe that a considerable number of parents, week by week, purposely send their children to school only the bare minimum number of times required by law, and it desires to record again its opinion that, as the State provides free education, every child should, in the absence of valid excuse, be required to attend daily.

Teaching Staff.—At the close of the year there were in the service of the Board 139 male and 218 female teachers, 14 male and 70 female pupil-teachers—total, 153 males, 288 females, or 441 in all, an increase of 4 during the year. The corresponding numbers for 1906 were 157 males, 280 females, or 437 in all. Included in the above numbers are 68 uncertificated teachers, to 23 of whom had been granted a license to teach. The Board has by circular intimated to these teachers its desire that they should endeavour to obtain a full certificate. Of the pupil-teachers who were required to sit for examination only two failed to pass. The Board's experience during the past year confirms the opinion expressed in its report for 1906, that in some grades the staffing is inadequate, and it trusts that, as the result of the consideration which it understands the matter is now receiving, relief may be afforded by some increase in the staffing of those grades wherein the strain on the teacher is too great.

Instruction of Teachers.—The courses of instruction arranged for teachers on Saturdays embraced the following: Subjects—Drawing and handwork, agriculture, cookery, woodwork, singing and deep breathing; centres—Wellington, Masterton, Greytown, and Levin; instructors—Technical School staff, Mr. Davies, Miss Ivey, Miss Talbot, Mr. Howe, Mr. Parker. Mrs. Neely conducted a students' class of twenty-three in cookery, and Mr. Howe one of sixteen in woodwork. It is very gratifying to the Board that so large a number of teachers are prepared, for the sake of improvement in their profession, to forfeit a part at least of their Saturday leisure.

Training College.—The report of the Principal of the Training College shows that during the past year—the second year of its existence—the College had its full complement of eighty students, and that nearly all the education districts in the Middle University Area were represented. Forty-six students completed their two-years course, and left at the end of the year. Nearly all of these have since received positions. The efforts of the Principal and the Committee of Advice to keep the work of the College in touch with the needs of schools, and especially of small country schools, meet with the approval of the Board. The special winter course instituted for the benefit of teachers in small country schools, including, as it did, teachers from all parts of the Middle University District, was a movement in the right direction, and one which, as the Principal suggests, should be followed up by others on the same or similar lines. The section of the Principal's report dealing with the lack of fully qualified teachers in our own and other education districts demands earnest attention.

SCHOLARSHIPS.—There were held at the end of the year the following Junior Scholarships: Board, 64; National, 9; Queen's, 7. On the results of the examination of December, 1907, there were awarded Junior Scholarships—Board, 35; National, 3; Queen's, 1. For the Board Junior Scholarships there were 219 candidates; for Board Senior Scholarships there were 67 candidates, to 10 of whom were awarded Senior Scholarships.

DISTRICT HIGH SCHOOLS.—Ten district high schools were in operation. The total averages decreased from 540 in 1906 to 463 in 1907. Their work is discussed in detail in the Inspectors' Report.

MANUAL AND TECHNICAL INSTRUCTION.—During the year capitation, under Manual and Technical Regulations, was earned by 116 schools, as compared with 120 in 1906 and 110 in 1905. The subjects in which instruction was given were handwork, elementary agriculture, needlework (with instructor when head teacher is a male), elementary chemistry, physiology and first aid, swimming and life-saving, elementary physical measurements, dairy-work, dressmaking, cookery, and woodwork. The instructor in woodwork began his duties in June in the woodwork-room at the Training College, and in rooms rented at Newtown until the completion of the South Wellington woodwork and cookery buildings. The erection of this fine technical building, of the cookery and science rooms at Levin, and the fitting-up of science and cookery rooms at Greytown and Carterton should render the work of instruction at these centres both more pleasant and more efficient. The work of instruction in agriculture is dealt with at length in the report of the Inspectors. The number of school classes increased from forty-two to fifty.

PHYSICAL AND MILITARY DRILL.—In their report the Inspectors note that physical drill receives due attention; that breathing exercises find a prominent place in the programmes of all schools; and that, so far as it affects the school work, military drill is very good.

BUILDINGS.—During the year the following buildings, the cost of which was met by Government grant, were erected: Ohau and Alfredton, new schools, to replace buildings destroyed by fire; Muhunoa, new school; Ihuraua and Manakau, additions; Levin, cookery and science rooms; South Wellington, cookery and woodwork centre; Te Horo, Rangitumau, Korora, and Rongokakako, residences. From its own funds the Board has erected a new school at Wainuiomata, effected small enlargements at four schools, sheds and fences at nine, and overhauled thirty schools and ten residences, besides effecting minor repairs to a number of others. The need for increased school accommodation, especially in suburban areas, engaged the serious attention of the Board, and grants for new schools and for enlargement of schools at Johnsonville, Levin, Upper Hutt, Maranui, Worser Bay, and Lansdowne will presently provide for the increasing population of these districts, while it has become evident that at Hutt, Martinborough, Petone, and Waikanae additional accommodation should be provided without delay. The Board found it necessary to purchase a number of sites in localities where population is rapidly increasing, and of these the Department contributed half-cost. Against the proposal that, where the sum is considerable, only half-cost of sites should be provided by grants, the Board enters its protest, as this limitation involves the diversion from building-maintenance of moneys urgently required for works already too long delayed. The Board holds that for sites in new districts it should not be required to provide the purchase-money. Extreme difficulty is still experienced in satisfactorily staffing our backblocks schools, and it warmly approves the recommendation of Inspectors that small residences should be erected in all districts where proper accommodation for the teacher is not procurable. Grants have been made for such residences in four districts, and there are several others where house accommodation must soon be provided.

FINANCE.—The total receipts were as follows, including balance, 31st December, 1906, £563 12s. 8d.: Administration, £16,428 11s. 8d.; building, £11,543 3s. 2d.; secondary, including scholarships, £5,747 19s.; Manual and Technical School classes, £2,671 8s. 3d.; teachers' salaries, £50,954 18s. 5d.; Technical Schools, £6,571 6s. 8d.: total, £94,480 19s. 10d. The total expenditure was £95,039 16s. 5d.; leaving a debit balance on the 31st December, 1907, of £558 16s. 7d.

The Board is pleased to record that substantial benefit has been conferred on over twenty schools by donations to their manual and technical funds, made chiefly for the establishment and improvement of school gardens. Donations, with the Government subsidy, resulted in the erection of a room for science in one district; in the purchase of a 2-acre technical-school site in another, and elsewhere in the purchase of a good microscope or other useful piece of apparatus. Large donations have in like manner, through local interest and generosity, resulted in improved equipment in at least three of our district high schools.

GENERAL.—The Board acknowledges with appreciation the services of School Committees, who contribute an important factor in the success of education in this district, and it has observed with pleasure the interest in education displayed by public bodies. It commends to the attention of other Chambers the worthy example of the Wellington Chamber of Commerce, which annually awards prizes for highest proficiency in arithmetic, composition, and writing to pupils attending each of the city schools. Finally, acknowledgment is made of the uniformly courteous attention of officers of the Education Department to the business of the Board, and of the faithful services of the administrative and teaching staffs of the Board.

I have, &c.,
ROBERT LEE, Chairman.

The Hon. the Minister of Education.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	563	12	8
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	48,802	13	7
Reserves revenue for primary education	3,750	13	4
Capitation at 6d. for relieving-teachers ..	350	17	6
Capitation at 11s. 3d., and grant of £250	8,194	12	0
Special capitation at 9d. for School Committees	543	3	9
Training colleges—			
Salaries of staff, &c.	1,588	8	6
Allowances to students	3,752	10	9
Training teachers other than at training colleges	51	8	6
Conveyance and board of school-children	254	12	6
Other grants—Teachers' special winter course	43	2	6
Receipts from other sources—Truancy fines	16	5	0
Grants from Government for—			
Scholarships—			
Education Board	870	17	5
National	240	14	3
District high schools—			
Salaries of teachers..	3,998	8	4
Subsidies on voluntary contributions, &c.	276	0	6
Receipts from other sources—			
Fees	21	18	6
Voluntary contributions	313	14	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	5,153	0	2
On account of free places	1,346	14	6
Material for class-work	187	11	1
Subsidies on voluntary contributions and bequests	487	16	9
Voluntary contributions	164	12	7
Sale of goods	39	15	11
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, alterations, small additions, furniture, fittings, sites, fencing, rents, &c.	5,027	9	4
House allowances	1,914	13	11
New school buildings, additions, furniture, sites, &c.	4,358	5	0
Technical-school buildings, furniture, fittings, apparatus, &c.	1,854	8	6
Other receipts—			
Sale of sites	8	19	6
Rents from school-site reserves (buildings)	144	10	11
Voluntary contributions, &c.	88	17	4
Balance at end of year	558	16	7
	£94,969	5	8

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	3,291	19	1
Office contingencies	1,301	14	6
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	52,208	15	8
Relieving-teachers' salaries	788	4	3
Training colleges—			
Salaries of teachers	1,380	10	0
Incidental expenses of training college ..	220	12	8
Allowances to students	3,758	7	5
Training of teachers other than at training colleges	126	7	8
Conveyance and board of school-children ..	181	1	6
Special capitation to School Committees ..	543	3	9
Incidental expenses of schools	3,163	13	6
Training college—Teachers' special winter course	53	8	8
Elementary agriculture—			
Instructor's salary	300	0	0
Expenses	89	5	5
Allowances to scholarship-holders and expenses of examination—			
Board scholarships	877	6	8
National Scholarships	276	7	6
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	3,930	8	4
Other expenses—Refund donations and subsidies, apparatus, &c.	694	1	0
Manual and technical—			
School classes	1,868	17	6
Special classes	65	13	11
Payments to managers of associated classes	5,970	6	8
Maintenance of school buildings—			
Alterations, small additions, repairs, and repainting, &c.	2,932	12	6
Rebuilding	986	12	10
Rent	700	14	9
House allowances	1,984	17	10
New school buildings, additional class-rooms, furniture, &c.	2,265	3	11
Sites	1,585	0	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	1,413	3	2
Special classes	160	16	4
Other expenses—			
Purchase of sites (Land Sales Account)..	1,849	18	8
	£94,969	5	8

20th May, 1908.

ROBERT LEE, Chairman.
G. L. STEWART, Secretary.

HAWKE'S BAY.

SIR,— Education Office, Napier, 2nd May, 1908.

In accordance with the provisions of section 166 of "The Education Act, 1904," I have the honour to submit the report of the Education Board of the District of Hawke's Bay for the year ending 31st December, 1907.

BOARD.—At the beginning of the year the Board was composed of the following members: Messrs. T. Tanner, S. McLernon, C. M. Whittington, W. Maddison, O. Ericksen, G. E. Darton, W. Morgan, Pastor Ries, and Rev. A. Grant. In May Sir William Russell was elected, *vice* Mr. W. C. Maddison, resigned. In July the Rev. A. Grant (South Ward), Messrs. T. Tanner (Middle Ward), and G. E. Dalton (North Ward) retired in accordance with the provisions of the Act. All were re-elected. At the first meeting of the new Board Sir William Russell was elected Chairman. During the year twelve meetings were held, the average attendance of members being 7·5.

SCHOOLS.—On the 31st December, 1906, there were in operation 101 schools. During the year eleven new schools were established, and eleven temporarily closed, so that the number open in December, 1907, was 101.

TEACHERS.—At the end of the year there were 252 teachers in the Board's service—viz., 82 males, 118 females, and 53 pupil-teachers. Unfortunately a large number (forty-five) of the adult teachers are without certificates, and many, owing to want of training, are quite unqualified. The

Inspectors urge that something should be done to give such teachers a course of training, so that they might the better be fitted to carry out their duties in accordance with the requirements of the regulations. The Board has under consideration a scheme to enable something to be done in this direction.

Training of Teachers.—During the year Saturday classes for teachers have been held at Dannevirke—in physical instruction, drawing, cookery, and woodwork; at Napier—in cookery, woodwork, and dressmaking; and at Gisborne—in cookery, woodwork, and dressmaking. The attendances at the classes and the work done have, on the whole, been satisfactory, the work done at the cookery classes at Napier and Gisborne being good.

Attendance.—There were enrolled in the district at the end of the year 9,363 pupils, an increase of 214 on last year. The average attendance was 7,878. The regularity represented—viz., 83·7 of the roll-number—does not compare favourably with that of several other education districts where the climatic conditions are less favourable. Some allowance must, however, be made for sickness, which has been rife throughout the district; but still the attendance is deplorably poor. More strenuous efforts will be made during the coming year to enforce attendance.

Scholarships.—In December last the number of scholarship-holders in the district was 44—viz., 7 Junior National, 8 Board's Senior, and 29 Board's Junior.

Buildings and Appliances.—New buildings have been erected during the year as follow: New schools at Pakipaki, Mangahe, and Wigan; and new residences at Mangahe, Meeanee, and Puketapu. Residences are also in course of construction at Puketitiri and Waipiro Bay. At the end of the year the Board had before the Department applications for seven new schools, and for additions to two existing schools; also for two residences. Some of the buildings asked for are very urgently required, and it is hoped the Department will deal promptly and liberally with these applications. The existing school buildings and residences are maintained in fair order and repair. Painters are permanently engaged by the Board to work under the direction of the Architect, and schools are painted inside and outside in regular order.

The Board has spent much time in considering suitable apparatus and appliances for schools. In a number of the old schools the furniture is becoming past repair, and the Board hopes to be able to replace this with either single or dual desks, the latter for preference; but the cost is the bar to their general adoption at present. All the schools will shortly be equipped with up-to-date apparatus, so that the working-conditions will be much improved.

Inspection and Examination of Schools.—Owing to the rapid increase in the school attendance it was found necessary to appoint an additional Inspector. Mr. J. A. Smith, B.A., has been appointed, and it will now be possible for each school to be visited by an Inspector at least twice a year. The synchronous examination for proficiency certificates took place in December. Thirty centres were selected, and 705 candidates, including forty-seven from the Catholic schools, presented themeslves. The results will be found in the Inspectors' report for the year.

Manual and Technical.—There has been still further extension of school classes during the year, and instruction in cookery, dressmaking, and woodwork was given at Gisborne, Napier, Hastings, Waipawa, and Dannevirke, the children of twenty-two schools receiving the benefit. The question of the appointment of itinerary instructors in agriculture and dairying is being carefully considered by the Board, and it is very probable that next year those important subjects will receive the attention they deserve. The technical schools at Napier, Hastings, and Waipawa are now completed, so the conditions under which classes work are materially improved.

Drill.—This subject continues to receive special attention from the teachers. In all the larger schools cadets corps are established, and the inspecting officer has expressed himself as more than satisfied with the work being done. Breathing and physical exercises are carried out in most schools.

District High Schools.—The district high schools at Woodville, Hastings, and Gisborne were examined in December by the Board's Inspectors, who report that good work is being done. A number of candidates entered for the matriculation and other examinations, and many successes have been gained. Waipawa has now to be added to the list of district high schools.

Finance.—The balance-sheet shows the financial position of the Board to be satisfactory. The claims on the funds for the rebuilding of schools and the renewal of furniture and apparatus are becoming heavier as the schools become older, and it is only by judiciously allotting the money that the amount granted by the Government can be made to cover the cost of the necessary works. The grants for new buildings have, in all cases during the year, been made to cover the cost of the works; but, to enable this to be done, the specifications have had to be amended in many cases at the cost of the quality of the work. In a scattered district like Hawke's Bay the cost of the same class of work in different parts of the district frequently differs very greatly, and the Board would be glad if the Department could make it legally possible for the amounts which might be saved on certain contracts to be expended on those others the cost of which exceeds the amounts granted.

I have, &c.,

The Hon. the Minister of Education, Wellington. W. R. Russell, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	4,741	5	5
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers.. ..	26,419	15	10
Reserves revenue for primary education	3,889	5	0
Capitation at 6d. for relieving-teachers ..	196	5	9
Capitation at 11s. 3d., and grant of £250	4,665	18	0
Special capitation at 9d. for School Committees	292	12	3
Training of teachers other than at training colleges	175	0	0
Conveyance and board of school-children	27	15	6
Receipts from other sources—			
Rents	36	17	0
Refunds and sundries	51	13	0
Truancy fines	1	2	0
School Committees' donations to teachers' salaries	49	1	0
Technical Classes Account	202	1	2
Fixed Deposit Account	41	12	0
Grants from Government for—			
Scholarships—			
Education Board	703	7	6
National	330	0	0
District high schools—			
Salaries of teachers	907	11	11
Receipts from other sources—			
Fees	6	0	0
Donation from Gisborne High School Board towards teachers' salaries ..	75	0	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	938	2	8
Material for class-work	58	12	3
Receipts from other sources—			
Fees	158	12	0
Sales	42	11	5
Sundries	0	12	10
Napier and Dannevirke High School Board, for cookery instruction ..	30	0	0
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	2,931	7	1
House allowances	911	8	5
New school buildings, additions, furniture, sites, &c.	2,268	6	7
Technical-school buildings, furniture, fittings, apparatus, &c.	4,762	13	8
Other receipts—			
Sale of old residence, Puketapu ..	30	0	0
Sale of old shelter-shed, Waipukurau ..	1	10	0
	£54,946	0	3

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	1,432	2	0
Office contingencies	892	6	1
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	30,055	12	10
Relieving-teachers' salaries	153	9	4
Conveyance and board of school-children ..	16	12	0
Special capitation to School Committees ..	292	12	3
Incidental expenses of schools	2,595	10	9
Payments made on account of Gisborne High School Board	38	11	9
Allowance to scholarship holders and expenses of examination—			
Board scholarships	580	12	6
National Scholarships	280	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	928	0	5
Other expenses—Additions to salaries of teachers in the secondary department of Gisborne District High School.. ..	75	0	0
Manual and technical—			
School classes	1,065	15	5
Special classes	575	18	11
Other expenses—			
Office salaries	30	0	0
Administration expenses	31	13	4
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	2,031	19	10
Rebuilding	275	14	6
Rent	174	19	9
House allowances	902	17	6
New school buildings, additional class-rooms, furniture, sites, &c.	3,421	2	3
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	1,771	10	11
Special classes	3,934	17	5
Balance at end of year	3,389	0	6
	£54,946	0	3

10th Febuary, 1908.

W. R. RUSSELL, Chairman.
G. CRAWSHAW, Secretary.

MARLBOROUGH.

SIR,— Education Board, Blenheim, 9th March, 1908.

In accordance with the provisions of "The Education Act, 1904," the Marlborough Education Board has the honour to present the following report of the proceedings for the year 1907:—

BOARD.—At the beginning of the year the Board was composed of the following members: R. McCallum, E. H. Penny, J. J. W. White, representing Central Ward; John Conolly, W. H. Macey, W. B. Parker, representing Eastern Ward; H. M. Reader, Rev. W. B. Scott, J. S. Storey, representing Western Ward. During the year the Rev. W. B. Scott resigned his seat, and at the election to fill the vacancy Mr. John Smith (the Board's late Secretary) was returned. The members who retired by effluxion of time were Messrs. McCallum, Parker, and Storey; but at the election to fill the vacancies all three were returned. At the first meeting of the new Board Mr. McCallum was unanimously re-elected Chairman.

SCHOOLS.—The number of schools in operation during the year was seventy-seven. Of these, sixty-nine were inspected by the Board's Inspector, who, in addition, inspected five private schools. Full particulars as to the efficiency of the schools and of the results of examinations are set forth in the Inspector's annual report. The position in regard to the small isolated schools in the Sounds is still unaltered. It is quite evident that unless some centralising scheme can be adopted—which can only be effected by the use of launches—the instruction received by the children in such places will continue to be of a comparatively low standard. Centralisation by launch would at present be costly and not free from danger, and the amount of time spent by the children on the water would be out of all proportion to the benefit derived. There is great difficulty in obtaining qualified teachers for the small remuneration afforded by the limited number of children available in each locality.

Training of Teachers.—Saturday classes for teachers were held throughout the year, the subjects being cookery, agricultural chemistry, and (during the latter part of the year) singing.

Manual and Technical.—Instruction in manual and technical subjects is now given in most of the schools. The subjects most widely taught were brushwork and modelling in plasticine. Other classes carried on were woodwork, cookery, elementary agriculture, needlework, &c. The Board regrets to note the reduction of capitation on cookery classes from 15s. to 12s. 6d., when an increase of 2s. 6d. was rather to be expected. In administering these classes even the largest Boards, such as Auckland and North Canterbury, find it necessary to make this part of our education system no longer free. Therefore it can be easily understood that the smaller Boards are likely to be seriously hampered by this reduction. This Board is of opinion that the time has arrived when the whole control of manual and technical school classes in each district should be placed in the hands of the respective Education Boards—the Government merely providing a grant based on the yearly average attendance. At present there appears to be a great deal of unnecessary registration of classes, &c., involving much loss of time; and it is inconceivable that the classes could not be properly established and conducted without the numberless forms used in the present administration of this branch of the system.

Scholarships.—The number of scholarships in force at the close of the year was sixteen, including three Junior National Scholarships. On the results of the examination held in December seven Board Scholarships and one National Scholarship were awarded. The Board is pleased to note that the maximum age of candidates for Junior National Scholarships has been raised to fourteen years.

Physical Instruction.—Physical instruction is carried on in all but two very small schools in the district. The Inspector reports that the cadet companies preserve a highly satisfactory degree of efficiency. The Board is pleased to record that during the year two valuable donations for the encouragement of rifle shooting among the cadets were received—one from Mr. J. C. Chaytor, of £105, to enable the Board to provide annually at least five prizes of £1 each; the other, a Champion Belt from Mr. J. F. Nosworthy, to be held each year by the boy making the highest score at the annual competition.

Buildings.—During the year a new school, with living-rooms attached, has been built at Te Awaite, and a teacher's residence erected at Ward. The re-erection of the Spring Creek School and the erection of a school at Rimu Gully are now in hand. The school building at the Grove was shifted to Linkwater, in order to have one central school for the Cullensville and Grove districts. A large amount was spent on maintenance, and most of the buildings owned by the Board are now in a very fair state of repair.

Finance.—The balance-sheet shows a credit balance of £527 16s. 3d.; but the liabilities at the end of the year amount to a considerable sum, and it will therefore still be necessary to observe the strictest economy.

Staff.—Mr. John Smith, who had so capably filled the position of Secretary and Treasurer for seventeen years, continued in office till the 31st May, when he retired on superannuation. Mr. E. S. Hylton was appointed to fill the vacancy.

I am, &c.,

William H. Macey, Acting-Chairman.

The Hon. the Minister of Education, Wellington.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	297	10	8	Staff salaries and clerical assistance ..	593	17	9
Grants from Government for—				Office contingencies	276	19	2
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	7,754	9	0	Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	7,925	15	10
Reserves revenue for primary education	240	0	0	Relieving-teachers' salaries	62	16	10
Capitation at 6d. for relieving-teachers ..	43	14	3	Training of teachers other than at training colleges	67	11	7
Capitation at 11s. 3d. and grant of £250	1,233	8	0	Special capitation to School Committees ..	65	5	9
Special capitation at 9d. for School Committees	65	5	9	Incidental expenses of schools	397	13	2
Training of teachers other than at training colleges	125	0	0	Truant Officer	46	10	0
Conveyance and board of school-children	12	7	6	Material for schools	33	1	11
Receipts from other sources—				Allowance to scholarship-holders and expenses of examination—			
Sale of stationery	0	6	3	Board scholarships	102	10	0
Sale of Education Act	0	1	4	National Scholarships	45	0	0
Truancy fines	3	10	0	Manual and technical—			
Grants from Government for—				School classes	280	16	8
Scholarships—				Special classes	138	15	9
Education Board	102	0	0	Maintenance of school buildings—			
National	45	0	0	Alterations, small additions, repairs, repainting, &c.	677	2	6
Grants from Government for manual and technical instruction—				Rebuilding	140	9	1
Capitation—				Rent	16	12	6
On all classes	238	5	9	House allowances	159	1	10
On account of free places	10	5	9	New school buildings, additional class-rooms, furniture, sites, &c.	515	2	3
Receipts from other sources—				Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
Fees	26	19	0	School classes	27	1	8
Sale of goods	9	15	4	Special classes	13	10	10
Grants from Government for—				Balance at end of year	527	16	3
Maintenance of school buildings, rebuilding schools, &c.	560	18	4				
House allowances	151	15	7				
New school buildings, additions, furniture, sites, &c.	864	0	0				
Technical-school buildings, furniture, fittings, apparatus, &c.	303	13	9				
Other receipts—							
Interest from Post-Office Savings-Bank	7	2	6				
Lease of school-sites	18	2	7				
	£12,113	11	4		£12,113	11	4

28th January, 1908.

R. McCallum, Chairman.
E. Hylton, Secretary.

NELSON.

Sir,— Education Office, Nelson, 28th April, 1908.

I have the honour to lay before you the report of the proceedings of the Nelson Education Board for the year ending 31st December, 1907.

The Board.—At the beginning of the year the Board was composed of the following gentlemen: Messrs. Andrew Thomas Maginnity (Chairman), William Lock, Frederick William Oscar Smith, East Ward; William Norris Franklyn, John Diedrich Beuke, Thomas John Baigent, Middle Ward; Thomas Bailie, John William Fair, and George Bell Shepherd, West Ward. In accordance with the provisions of the law the Board drew lots as to which members should retire from office during the year. Messrs. A. T. Maginnity, J. D. Beuke, and J. W. Fair were balloted out, and at the election in July last to supply the vacancies thus caused Messrs. Maginnity and Beuke were re-elected, and Mr. Job Lushanus Munson replaced Mr. Fair. At the annual meeting Mr. Maginnity was re-elected Chairman.

Meetings of the Board.—The Board held twenty-four meetings during the year, the average attendance at each meeting being eight.

Primary Schools.—At the close of the year 1906 there were 108 schools in operation. During the year under review seven household schools were opened and six others closed. The small school at Rocky River was reopened and a school started on the Wangapeka Settlement, a district recently thrown open by the Government. A side school to Charleston was also established at Rahui (Nine-mile Beach). At the end of the year the schools in operation numbered 111, forty-three of these, however, being schools in Grade 0.

District High Schools.—There are now four district high schools in operation—namely, at Westport, Reefton, Motueka, and Takaka; the latter school being opened on the 1st July last with an attendance of over twenty pupils.

Attendance of Scholars.—There has been a considerable decrease in the roll-number and average attendance during the year, an unusual amount of sickness and the prevalence of several epidemics being responsible in a large measure for this decrease. The numbers for 1906 and 1907 are as follows: 1906—Roll-number, 5,612; average attendance, 4,837·75. 1907—Roll-number, 5,542; average attendance, 4,681·75.

PHYSICAL INSTRUCTION.—In nearly every school in the district physical instruction is taught, and the Board has reason to believe that this branch of work is efficiently carried on. Cadet corps or detachments are established at seventeen schools.

BUILDINGS.—The Board carried out a large building programme during the year. An additional room was erected at the Hampden Street Side School, Nelson, to provide for the increased attendance at the school. A building was erected at Little Wanganui, taking the place of a very dilapidated structure in which the school-work had been carried on. An addition was made to the school building at Kiwi, the teacher's residence at Collingwood was rebuilt, and two rooms added and improvements effected at the teacher's residence, Wai-iti. The rebuilding of the Westport School in brick was advanced a further stage during the year, four class-rooms with corridors being added to the two rooms built in 1905. The Board received a grant of £1,400 from the Government towards the cost of this work, the balance, amounting to £1,100, being supplied by the Board from its ordinary grants. After some lengthened delay the Board has succeeded in rebuilding the school for girls in Nelson on an eminently suitable site in Shelbourne Street. This addition to our scholastic institutions is highly appreciated by the parents and the public generally. The Government being unable to see their way to give a grant for the erection of this building, the Board has provided the necessary funds, and by careful administration has done so without in any way prejudicing the needs or claims of other schools in the district.

SUPERANNUATION.—In December last 106 teachers and officials were recorded as being contributors to the Teachers' Superannuation Fund. During the year one contributor retired medically unfit.

MANUAL AND TECHNICAL INSTRUCTION.—Great advances have been made in the district in regard to this important branch of education. The Nelson Technical School has been well supported during the year; technical and school classes in agricultural chemistry and elementary agriculture, woodwork, cookery, and dressmaking have been held in some of the country centres, while in a large number of the public schools manual instruction has been carried on with every success. An exhibition of technical-school and public-school pupils' work held in Nelson in December last gave a splendid idea of the value of this important branch of education. During the year the Inspectors were appointed Superintendents of Manual and Technical Instruction, and the Board now takes this opportunity of expressing its appreciation of the very efficient manner in which they have carried out their duties. This remark also applies to the local Superintendents at Reefton and Westport. Owing to the great increase of work in this department the Board has now appointed a Director of Technical Schools. The new building at Wakefield for technical classes was completed at the beginning of the year, and has proved suitable in every respect for its purpose. The Board regrets that up to the present the Department has not seen its way to authorise the erection of a similar building at Motueka, where equal demands seem to exist. A new building for technical classes at Westport has now been authorised, and plans are being prepared by the Board's Architect.

FINANCE.—The appended general statement of receipts and expenditure shows that the Board's position financially is satisfactory. The request made to the Department during the year—viz., that the Education Department and the Audit Department should come to an understanding regarding the forms on which the statements of receipts and expenditure and balances are entered—is again reiterated. The present arrangement is unsatisfactory, resulting as it does in the Board being practically denied a clear certificate from the Auditor-General, presumably owing to a difference of opinion between the two Departments.

It is with regret that we have to record the removal by death of our Secretary, Mr. Stead Ellis, since the close of the year. The Board desires to place on record the long and faithful services rendered by the late Mr. Ellis to the Board and to the cause of education generally.

THANKS.—The thanks of the Board are tendered to the various School Committees for the faithful and willing assistance rendered in the administration of the educational affairs of the district for the past year.

I have, &c.,
A. T. MAGINNITY. Chairman.

The Hon. the Minister of Education.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	2,961	13	1
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers.. ..	20,329	12	7
Reserves revenue for primary education	635	4	0
Capitation at 6d. for relieving-teachers ..	118	12	9
Capitation at 11s. 3d. and grant of £250	2,918	18	6
Special capitation at 9d. for School Committees	181	8	6
Training of teachers other than at training colleges	150	0	0
Conveyance and board of school-children	104	15	1
Receipts from other sources—			
Rents, refunds, interest	34	0	0
School material	109	18	5
Grants from Government for—			
Scholarships—			
Education Board	371	5	7
National	90	0	0
District high schools—Salaries of teachers	791	5	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,103	15	10
On account of free places	57	8	3
Material for class-work	3	17	0
Subsidies on voluntary contributions and bequests	40	0	0
Receipts from other sources—			
Fees	214	1	3
Contributions by public bodies and three Education Boards towards salary of instructor in agriculture under combined Boards	169	15	3
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	2,299	18	6
House allowances	699	12	6
New school buildings, additions, furniture, sites, &c.	2,647	13	0
Other receipts—			
Sale of sites	5	0	0
Refunds, Buildings Maintenance Account	14	11	9
	£36,052	6	10

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	1,160	15	0
Office contingencies	1,042	10	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	21,006	3	10
Relieving-teachers' salaries	147	2	3
Conveyance and board of school-children ..	85	17	7
Special capitation to School Committees ..	181	8	6
Incidental expenses of schools	1,108	2	3
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	357	8	0
National Scholarships	90	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	827	10	0
Manual and technical—			
School classes	1,176	11	3
Special classes	879	8	8
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	845	10	3
Rebuilding	3,521	19	9
Rent	19	0	0
House allowances	674	16	11
New school buildings, additional class-rooms, furniture, sites, &c.	1,684	8	3
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	142	3	5
Special classes	111	16	8
Other expenses—Purchase of sites (Land Sales Account)	4	10	2
Balance at end of year..	985	3	5
	£36,052	6	10

A. T. Maginnity, Chairman.
J. H. Williams, Acting-Secretary.

20th March, 1908.

GREY.

Sir,— Education Office, Greymouth, 1st July, 1908.

I have the honour to present the report of the Education Board of the District of Grey for the year ending 31st December, 1907.

Board.—Throughout the year the Board was constituted as follows: Messrs. James Kerr (Chairman), W. R. Kettle (Treasurer), Hon. James Marshall, John Byrne, Frank White, Jeremiah McCarthy, H. J. Bignell, Joseph Noble, and John Ryall. In July, Messrs. Kerr, Kettle, and McCarthy retired, but at the election held in the same month all three were again returned, Mr. McCarthy without opposition. At the first meeting following the election Messrs. Kerr and Kettle were unanimously reappointed Chairman and Treasurer respectively.

Administration.—Since the period covered by last report, the education district has been visited by the Right Hon. the Prime Minister and the Hon. the Ministers of Lands and Education. All three take special interest in educational work, and their presence on the Coast proved of direct advantage to the schools visited and the cause of education generally. In this connection my Board strongly urges that members of the Ministry make more frequent visits to this isolated portion of the Dominion. The conditions are exceptional, and so materially differ from those of any other part of New Zealand that special local knowledge is necessary for the proper conduct of administrative affairs. In none of the Government Departments is this special knowledge more necessary than in administration of matters educational. It is scarcely necessary to remind honourable Ministers that the annual rainfall is nearly fourfold that of the eastern slopes of the dividing range; that practically the whole of our back country is roadless, our rivers unbridged, our settlements isolated and difficult of access; and that intervening broken, precipitous, and heavily bushed country makes it impossible for children to travel to school over what in other parts would be deemed a moderate distance. For the proper conduct of the Government's administration, general rules and regulations are, of course, necessary; but Parliament should endow the Hon. the Minister of Education with wide discretionary powers to vary or abrogate them where conditions render such courses advisable. In the Grey district, for instance, in proportion to population, there is necessarily a large number of small schools at shorter-distance intervals than the present regulations allow. The Board further urges that chief officers of the secretarial and administrative branches of the Department make periodical visits to Board centres and acquaint themselves personally with the local and general conditions obtaining. Were such course followed, the Board is certain that the cause of education throughout the Dominion would greatly benefit, an appreciable amount of expenditure would annually be saved, and considerable correspondence and occasional misunderstandings obviated. The advantages of personal contact with specially informed departmental officers is obvious: knowledge and assistance is as essential in the administrative branches as is the work of departmental Inspectors in secondary and technical education, and similar benefit would mutually result from closer knowledge and acquaintance between Board members, staffs, and the Department.

Schools.—During the year there were in operation thirty-two schools. Two new schools (Grade 0)—viz., Doolan's and Johnston's—were opened during the year.

The average attendance of the district was 1,468, as compared with 1,338 for the previous year.

Teachers.—At the end of the year there were in the Board's employ 56 teachers—11 male and 45 female. Of the 50 adult teachers 25 are certificated and two licensed.

Secondary Education.—The increased attendance recorded for the previous year has been fully maintained, and the work accomplished is of a most satisfactory nature.

Scholarships.—At the December, 1906, examinations four candidates presented for National and twelve for Board Scholarships. The National Scholarship and a Board Scholarship were won by a girl pupil of the Greymouth District High School. Electing to accept the latter, the National Scholarship reverted to the next qualified candidate in order of merit, a girl pupil of the same school.

Of Board Scholarships, four were awarded—three town scholarships of an annual value of £8, and a country scholarship of the value of £26.

On the recommendation of the Inspector, the Board, by resolution, has decided to adopt the Department's examination for future scholarship awards.

Drill, Cadet and Physical.—These important branches of school training are receiving every attention, and the school-children are deriving corresponding benefit therefrom.

Teachers and Technical Instruction.—During the year considerable attention was devoted to teachers' instruction, classes being conducted in cookery by Miss Irene Dillon, in agriculture by Mr. James Bruce, in drawing by Mrs. F. R. Creasey, and in wood-carving by Mrs. F. C. Widdop. All were largely and regularly attended, and good work was accomplished. A special cookery class for adults was held, also two school special classes for children attending Convent schools.

Of school classes, several forty-hour courses in cookery were most successfully conducted, and attended with profit and advantage by over 80 per cent. of qualified schoolgirls in the Board's district. In school agriculture, Mr. James Bruce did good work. In addition to instructing teachers in class, he visited the various schools, and as a result ten school agricultural classes have been established. Under tuition by Mr. Austin, two woodwork classes were carried on at the Technical School with gratifying results. Hand and eye work received considerable attention in the principal schools.

Finance.—The drastic scheme of economy initiated in the preceding year was continued throughout 1907. The year commenced with a debit balance of £132 18s. 2d. on General Account, and a credit balance of £589 13s. 3d. on Building Account. It ended with a debit balance of £334 7s. 8d. on General Account and credit balance of £207 18s. 2d. on Building Account. In this reference, however, the assets in connection with teachers' training, Manual and Technical, and Building Fund Accounts exceeded £600. Generally, the finances of the Board are in a healthy condition, and at date of writing all accounts may be said to be in credit.

School-books.—My Board is still of opinion that uniformity of school-books throughout the Dominion is desirable. This is, in a manner, borne out by the success attending the publication of the *School Journal*, which is doing excellent and thoroughly appreciated work. The Board is further of opinion that in the interest of education the Department should supply all school libraries with copies of the Hon. Mr. McNab's books on the early history of New Zealand; and, further, that school editions of the books would be of great benefit to the rising generation of Dominionites.

Staff Changes.—Mr. E. A. Scott, Acting-Inspector in the latter part of 1906, was permanently appointed Inspector, Director of Technical Education, and Inspector of Secondary Schools as from the 1st May, 1907. His reports upon the schools and educational work of the district show that matters are on a sound basis and everything is in a most satisfactory condition.

I have, &c.,

The Hon. the Minister of Education.

James Kerr, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	456	15	1
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	5,772	0	4
Reserves revenue for primary education	88	0	0
Capitation at 6d. for relieving-teachers ..	35	18	9
Capitation at 11s. 3d., and grant of £250	1,066	6	3
Special capitation at 9d. for School Committees	51	18	9
Receipts from other sources—			
Rent	1	5	0
Truant fines	0	10	0
Refund of insurance premium	0	6	5
Grants from Government for—			
Scholarships—			
Education Board	93	10	0
National	27	10	0
District high schools—Salaries of teachers	386	5	0
Grants from Government for manual and technical instruction — Capitation on all classes	105	19	9
Receipts from other sources—Fees ..	4	14	3
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	712	0	0
House allowances	325	16	8
Other receipts—Sale of Greymouth teachers' residence	556	7	10
Balance at end of year	126	9	6
	£9,811	13	7

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	455	3	4
Office contingencies	231	18	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	5,870	18	3
Relieving-teachers' salaries	72	3	1
Special capitation to School Committees ..	51	18	9
Incidental expenses of schools	276	13	0
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	93	10	0
National Scholarships	42	10	0
Salaries of teachers and addition to salary of head teacher on staff of district high schools	415	0	0
Other expenses—			
Examinations	28	10	0
Requisites	4	15	3
Manual and technical—			
School classes	114	7	3
Special classes	240	7	6
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	761	6	3
Rent	27	1	0
House allowances	335	0	0
New school buildings, additional class-rooms, furniture, sites, &c.	148	10	5
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	26	0	10
Special classes	59	12	7
Other expenses—Paid Government proceeds sale of teachers' residence	556	7	10
	£9,811	13	7

JAMES KERR, Chairman.
28th March, 1908. P. F. DANIEL, Secretary.

WESTLAND.

SIR,— Education Board Office, Hokitika, 11th February, 1908.

I have the honour to present the report of the Westland Education Board for the year ending 31st December, 1907.

THE BOARD.—At the beginning of the year the Board consisted of the following members representing the respective wards: North—Messrs. T. V. Byrne, T. W. Duff, and R. Rouse; Middle—Messrs. T. W. Beare, J. J. Clarke, and G. A. Perry; South—Messrs. T. W. Bruce, A. Cumming, and H. L. Michel. In August Messrs. Duff, Clarke, and Bruce retired. The two former were re-elected, and for the South Ward Mr. J. Grimmond was elected. Mr. Michel as Chairman and Mr. Clarke as Treasurer were reappointed. During the year Mr. Michel has continued to act as representative of the Board on the Hokitika High School Board of Governors and Mr. Grimmond as the School Commissioner appointed by the Board. Twelve meetings of the Board have been held during the year, with an average attendance of 7·7 members.

SCHOOLS.—The number of schools in operation in 1907 was thirty-five. Of these, two, Ruatapu and Upper Kokatahi, were opened during the year. In addition, five Catholic schools were examined by the Board's Inspector.

The number of pupils that attended the secondary class of the Hokitika District High School at the end of the year was thirty-five, of whom seven were holders of Board's Scholarships and three of Junior National Scholarships.

The Inspector's annual reports furnish information relating to the progress made by the pupils of the schools in both primary and secondary education. The general estimate indicates creditable efficiency in both departments.

ATTENDANCE.—The roll-number at the end of the year was 1,019, and the average attendance was 87·8 per cent. of the roll-number. In the previous year the percentage for this district was the highest in the Dominion, and the maintenance of such regularity of attendance is an indication of the efficiency of the schools and of the interest displayed by both parents and teachers.

TEACHERS.—The 49 teachers in the employ of the Board at the end of the year include 5 headmasters, 29 sole teachers, 10 assistants, and 5 pupil-teachers. In addition there were three extra teachers of needlework. In schools with an average attendance above twenty the adult teachers, with three exceptions, possess certificates, and two of the others are licensed to teach. In addition, two pupil-teachers are certificated. In schools not beyond twenty in average attendance the qualifications of the teachers are—Certificates, 2; licenses to teach, 2; a pass in the Matriculation or Junior Service Examination, 6. The remaining fifteen have no recorded qualification beyond a pass in the Sixth Standard. In the remote parts of the district it is not possible to obtain teachers with any attainments beyond the ordinary primary course, and in all schools of Grades 0 or 1 it is increasingly difficult to find candidates with any higher qualifications. Of the 6 pupil-teachers under engagement, 2 possess teachers' certificates, 2 have passed the Matriculation Examination, and 2 the Junior Civil Service Examination. For reasons indicated later relating to the inadequacy of the funds available for administration purposes, the Board has found great difficulty in finding suitable relieving-teachers during the absence of teachers of the regular staff. The sum of £22 11s. 6d. provided by the regulations is easily exceeded in connection with smaller schools, and there is no sum available to supply substitutes where certificated teachers are required, even if such teachers are available. The Board is of the opinion that the Education Department should recognise that the conditions in small districts are of a special nature, and that extra provision should be made in the direction of the formation of a staff of relieving-teachers.

SCHOLARSHIPS.—The Board Scholarships in force during the year were three "town" and four "country" pupils. In addition, three Junior National Scholarships were in force. All the holders attended the secondary classes of the Hokitika District High School. In December, fourteen candidates attended the Board's examination, and twelve obtained the necessary 60 per cent. of marks to qualify. Scholarships were awarded to the three highest on the list. Of these, one was a town pupil, and two were country pupils. The Board desires to express satisfaction with the change of the basis of examination of candidates for the Junior National Scholarships. The acceptance of candidates under fourteen years of age and the adoption of the Sixth Standard as the course of examination remove the Board's objection to the allotment of its scholarships on the results of the Junior National Scholarship Examination and enable it to follow the example in this respect of the majority of the education districts.

MANUAL AND TECHNICAL INSTRUCTION.—The Board endeavoured during the year to form special evening classes in practical chemistry, woodwork, commercial subjects, and instrumental drawing. The number of students offering was, however, insufficient in each case, and the only evening class in operation was one in cookery. It is, of course, not to be expected that in a comparatively small community an adequate number of students will be forthcoming. The previous success of the evening classes satisfied the immediate demand, and it is necessary to wait until a sufficient number of students accumulates.

The following is a statement relating to the various manual and technical classes held during the year:—Elementary agriculture and school gardens: Instruction was given to twenty-five teachers. Under Mr. Bruce's direction five country schools have instituted school gardens and the necessary work of preparation has been accomplished. Cookery: Two school classes and two special classes have been held for two quarters each, and in addition a class for teachers has been carried on for fourteen weeks. The following school classes have also been in operation during the year: Woodwork, practical chemistry and physics, elementary agriculture, handwork, and needlework.

PHYSICAL INSTRUCTION.—Three schools have cadet corps or detachments. The corps connected with the Hokitika District High School has taken part in the class firing and other competitions, and a rifle range has been prepared for the necessary practice. In this and seventeen other schools physical exercises, either free or with wands, dumb-bells, or clubs, form part of the course of instruction.

FINANCE.—The balance-sheet presented herewith indicates the position of the various funds administered by the Board. The Administration Fund continues to require rigid economy and continual care on the part of members of the Board. A sum of £757 10s. 3d. is allotted for the purpose of administration, and from this the Board is supposed to pay the salaries of its officers, travelling-expenses of its members and the Inspector, office contingencies, payment to School Committees for fuel and the cleaning of schools, and the incidental expenses of schools, including stationery. The basis of payment by capitation is in larger districts satisfactory, but in districts, such as Westland, where the total number of pupils is divided into many small schools, the allowance is quite inadequate, and the result is extreme difficulty in the management of the schools by the Board and the School Committees. The accounts relating to secondary education show that a sum of £73 at credit at the beginning of the year has been reduced to a small amount during the year owing to the reduction of the subsidy from the Hokitika High School Board. The latter body has granted an increase in its vote for 1908, so that, without reducing the staff of the Hokitika District High School, the expenditure will be kept within the amount of the income. The Manual and Technical Fund shows a reduction from a credit of £18 10s. 8d. at the end of the previous year to a debit balance of £15 15s. 4d. When, however, sums due from the Education Department are paid the fund will be in credit. The debit balance in the Building Fund will become a large credit balance when payments due at the end of the year are received. A grant of £165 for a new school recently erected and the balance of the ordinary grant for buildings for the year will produce a credit of more than £700. During the year new school buildings have been erected at Ruatapu and Upper Kokatahi with the aid of grants from the Education Department. From the ordinary fund, in addition to the usual expenditure, the Woodstock School has been re-erected on a more suitable site, and a sum of £120 has been expended on the substitution of dual desks for those previously in use. This change in the forms of desks will be continued as opportunity offers.

OFFICE STAFF.—The reference in the previous section to inadequacy of the income of the Administration Fund suggests the mention of the services of the Board's officers, upon whose assistance the Board has so largely to rely. The Secretary and the Clerk have both for a period of nearly fifteen years carried on the manifold requirements of the office-work with efficiency and devotedness, and their duties are not to be measured by the number of pupils attending the schools of the district. The work connected with the Board's meetings, the accounts and returns, entail practically as much attention as if the numbers were much larger. It is, in fact, the number of schools that has to be considered rather than the total number of pupils. This applies to a still greater extent to the inspectorship held in connection with the secretaryship by Mr. A. J. Morton, B.A. The smaller schools under inexperienced teachers require more time and attention than do schools several times larger in roll-number. While, therefore, the percentage of the cost of administration in this district appears high, the conditions under which the work of education is carried on are such as to require, as has already been pointed out, both economy and energy in meeting them.

I have, &c.,

H. L. MICHEL, Chairman.

The Hon. the Minister of Education.

General Statement of **Receipts** and **Expenditure** for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	775	6	8
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	4,203	10	4
Capitation at 6d. for relieving-teachers ..	22	11	6
Capitation at 11s. 3d., and grant of £250	757	10	3
Special capitation at 9d. for School Committees	34	13	9
Training of teachers other than at training colleges	100	0	0
Grants from Government for—			
Scholarships—			
Education Board	65	3	3
National	27	10	0
District high schools—Salaries of teachers	341	8	11
Receipts from other sources — Hokitika High School Board	100	0	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	64	0	5
Material for class-work	15	12	0
Receipts from other sources—			
Fees	8	0	0
Sales	17	10	6
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	672	0	0
House allowances	75	0	0
New school buildings, additions, furniture, sites, &c.	352	5	9
Technical-school buildings, furniture, fittings, apparatus, &c.	32	0	0
Other receipts—			
Rents of residences and reserves ..	20	14	6
Refund of insurance premiums ..	3	0	0
Sale of buildings (deposits)	3	0	0
Balance at end of year	134	19	9
	£7,825	17	7

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	425	0	0
Office contingencies	227	12	4
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	4,209	19	5
Relieving-teachers' salaries	30	19	11
Special capitation to School Committees ..	34	13	9
Incidental expenses of schools	167	13	9
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	67	0	0
National Scholarships	30	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	507	10	0
Other expenses—Advertising and cleaning.	7	17	0
Manual and technical—			
School classes	44	18	1
Special classes	182	12	0
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	739	3	1
Rebuilding	470	11	6
House allowances	70	12	6
New school buildings, additional class-rooms, furniture, sites, &c.	503	13	7
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	58	0	5
Special classes	26	6	0
Other expenses—			
Rents paid to teachers	18	15	6
Insurance of residences	0	7	0
Expenses of sale of buildings	2	11	9
	£7,825	17	7

H. L. Michel, Chairman.
A. J. Morton, Secretary.

28th February, 1908.

NORTH CANTERBURY.

Sir,— Christchurch, 8th April, 1908.

I have the honour to present the following report of the proceedings of the Education Board of the District of North Canterbury for the year ending 31st December, 1907.

The Board.—The three members to whose lot it fell to retire were Mr. D. Buddo, Mr. C. A. C. Hardy, and Mr. J. Jamieson, representing the North, South, and Central Wards respectively. In the case of the North Ward, Mr. Buddo was re-elected unopposed, and at an election held on the 22nd July, Mr. Hardy and Mr. Jamieson were elected for their respective wards. At a meeting held on the 14th August Mr. M. Dalziel was elected Chairman of the Board. During the year the Board meetings (held on the second Wednesday in each month) numbered twelve. Mr. Buddo, who was reappointed in 1905, continued to represent the Board during the year as Commissioner of Education Reserves. At its meeting on the 8th May the Board elected representatives on the several High School Boards as follows: Akaroa—Mr. R. Latter; Ashburton—The Rev. G. B. Inglis and Mr. J. Tucker; Rangiora—Mr. A. S. Bruce. During the year Dr. J. Hight, Mr. T. W. Rowe, and Mr. E. K. Mulgan were elected members of the Board of Managers of the Christchurch Technical Classes.

Buildings.—Although the large expenditure noted in the last report has not been continued, yet the past year has been a busy one as regards the maintenance of school buildings in this district. New schools have been erected in the vicinity of the Mead Settlement and at Redcliffs, and substantial additions have been made or are in progress at Darfield, Harewood, New Brighton, St. Albans (main and side), and Southbrook. A tender for the erection of a school at North Linwood has been accepted. The teacher's house at Akaroa has been replaced by a new one, and those at Lyttelton, Oxford West, Prebbleton, and Sydenham have been either added to or substantially improved. The school originally provided for the children of parents working on the railway has been moved from Ethelton back to Scargill, where it has been re-erected on a permanent site. The greater part of the Board's expenditure has been on repairs to its school buildings, many of which have been painted, repaired, and otherwise improved. During the year a good deal of old worn-out furniture has been replaced by modern up-to-date desks of the dual pattern. During the year the Board found it necessary to move its general office to more commodious quarters, the room till then used being too small, and insufficiently lighted. The new office, which adjoins the Secretary's room, has been suitably equipped, and the improved conditions under which the members of the staff will now carry on their duties will be a great convenience and effect a considerable saving of time. The total expenditure under buildings during the year, including new schools, additions, and repairs, was £11,916 16s. 7d.

Maintenance.—The expenditure on salaries and allowances to teachers engaged in primary departments amounted to £64,240 10s. 2d., and grants to School Committees and other incidental expenses (including special grant of 9d.) to £6,694 12s. 11d., making a total of £70,935 3s. 1d. The average attendances on which payment of salaries and incidentals was made were 16,880 and 16,285 respectively, the cost per head of salaries being £3 16s. 1½d., and that of incidental expenses 8s. 3d., making a total of £4 4s. 4½d. per head. The salaries of teachers engaged in secondary departments, inclusive of the special payments to headmasters of district high schools, amounted in the aggregate to £2,976 19s. 6d. There were 520 teachers in the Board's service at the end of 1907. Of these, 206 (120 males and 86 females) were heads of schools or departments or in sole charge; 204 (43 males and 161 females) were assistants; and 110 (35 males and 75 females) were pupil-teachers. The number of sewing-mistresses was 27.

School Districts.—Towards the close of the year the Board resolved to divide the St. Albans School District and form a new district, to be known as "Elmwood." The new district has been formed, and at a meeting of householders held on the 27th January, 1908, a Committee was duly elected.

The number of schools in operation at the end of the year, including fourteen aided schools, was 206.

Irregular Attendance.—The large amount of sickness prevalent among the children during part of the year naturally interfered a good deal with their attendance at school. Of the cases of irregular attendance reported, 1,157 were in reference to children attending the city schools and 985 from the country. In addition to these the names of 180 children were taken after inspection of the school rolls by the Truant Officer. Proceedings have been instituted by the Truant Officer in 139 cases, resulting in 122 convictions and seventeen dismissals. There appears to be several grounds for this large amount of irregular attendance, the primary contributing cause being the anxiety of parents to send their children to work, while in many other cases parents are indifferent as to whether their children receive instruction or not. Actual truancy has not prevailed to any great extent. As a rule cases of irregular attendance are now brought before the Stipendiary Magistrate, an arrangement which has worked very satisfactorily. It has been suggested to the Department that the children should be compelled to appear at the Juvenile Court with their parents, and that all cases should be dealt with, say, on one day in each month.

Training College.—Last year the Board made reference to the students who enter under Division B, expressing a hope that some way might be found to improve the conditions under which their technical professional training is carried on. So far it has been found practicable to arrange for these students to devote about an hour a day to actual teaching, the remaining hours being devoted to study. While in cases where special aptitude for teaching is shown an hour a day may be regarded as sufficient, there can be little doubt that most of the students who have not previously completed a pupil-teacher course in some public school require to give more than the time mentioned to teaching-practice during their period of training. The only remedy that suggests itself is that the range of subjects taken by students should be so restricted as to allow of the necessary time being given to actual teaching. If this should not be done one of the primary objects of a training college for teachers will not have been attained.

Inspection.—In addition to the inspection and examination of the elementary public schools, nine district high schools and fourteen private schools have been examined during the year, the latter having recorded an attendance of approximately 1,300 children. The performance of these duties has kept the Inspectors fully occupied, and it may be necessary for the Board at no distant date to consider whether it is not desirable that some relief should be granted. The number of children present at examination showed a decrease of 1,300 as compared with the number in the previous year, a decrease which the Inspectors are of opinion is largely the result of the unusual epidemic of sickness. Although under the present regulations it is not incumbent upon an Inspector to ascertain the individual progress of the pupils, yet in the procedure adopted in this district the Inspectors have considered it unwise to abandon to any great extent the examination test. The course followed in this respect meets with the Board's entire approval. In its report for 1905 the Board drew attention to the inconvenience that would result owing to the abolition of "passes" at the several stages below Standard VI. During the year many candidates for employment in some branch of the public service have applied for standard certificates. The provision made under clause 19 of the regulations for inspection and examination of schools, under which the parent of a child desirous of obtaining a certificate of competency must give three days' notice in writing to that effect, is practically a dead letter, the result being that most of the children who do not pass into Standard VI leave school without being furnished with a certificate, the possession of which is of such vital importance to them when seeking public employment in later years. In their report the Inspectors refer to the neglect shown by some teachers in failing to leave for their successors the necessary records indicating the work undertaken for the year and the portions accomplished prior to their departure. The Board trusts that this comment in general terms will be sufficient deterrent in the future, and that all teachers who obtain other appointments will take every care to see that full and accurate records of the schemes of work undertaken and carried out are left at the school. The general progress made in the principal subjects of instruction is referred to in the Inspectors' report. Except as regards comprehension of the reading lesson, which appears to be disappointing in a considerable number of schools, the attainment secured in the several subjects is in a large measure very satisfactory. In most schools reading itself is efficiently treated, and in many the subject has strong claims to unqualified commendation. Gratifying progress has been made in composition, and spelling has been very well taught. Writing has received due attention, and good progress has been secured in the present-day treatment of geography. The attainment in arithmetic in Standard VI ranges from satisfactory to good, but in Standard V the results are disappointing, while in the middle standards the subject is regarded as holding its own. The distribution of the work in this subject among the several standards appears to be a matter requiring consideration. In the treatment of nature-study and elementary science very satisfactory results have been secured in a large number of schools. In order to facilitate the transfer of pupils from one class to another and to the several district high schools, the Board has recently approved of its Inspectors' proposal to hold towards the end of the year central examinations for all pupils of Standard VI, in accordance with clause 26 of the regulations. The examination centres will be as numerous as circumstances will permit, distributed in such a manner as to be reasonably accessible to the children belonging to the respective groups.

STAFFING OF SCHOOLS.—Owing to the prevalence of epidemics such as whooping-cough, measles, and influenza, the attendance at many schools during the year has been seriously affected. In order to minimise the disturbance to school staffs and the fall in teachers' salaries, the Department issued Regulation 2, (*c*), allowing the substitution of the average attendance of two quarters of the previous year for the average attendance of two quarters of the year 1907. Under this regulation a number of teachers to whom notice had been given have been retained in the Board's service, but in many cases of decreased attendance owing to sickness the regulation could not be applied and the teachers have subsequently suffered a reduction in salary. It appears to the Board that when epidemics have prevailed more or less during the year, as was the case in 1907, nothing less than the substitution of the average attendance of the previous year will adequately meet the position, and at the request of the North Canterbury Educational Institute the Board recommended that such a course should be followed. The Board is further of opinion that in the case of schools reopening with a largely increased attendance at the commencement of the year, it is urgently necessary that there should be some general provision giving more immediate relief than is contemplated by the existing regulations. At present, however large the increase in attendance, no addition to the staff of a school is permissible until the end of the first quarter of the year.

SCHOLARSHIPS.—The examination for the Board's Junior Scholarships, held on the 10th and 11th December, was that prescribed for Junior National Scholarships, while for the examination for Senior Scholarships, held on 13th December and following days, the papers were those set for the Civil Service Junior Examination. Fifty-nine candidates (33 boys and 26 girls) sat for examination in the Junior class, and twenty-four (13 boys and 11 girls) in the Senior. Nineteen Junior Scholarships were awarded. Four Junior National Scholarships were awarded. In the Senior class 11 scholarships have been awarded. There were six candidates for the Board's Gammack Scholarships. Of these, one obtained a Junior University Scholarship. Scholarships were awarded to the candidates second and third on the list. Sufficient funds having accumulated, the Board has this year awarded a third Gammack Scholarship.

MANUAL AND TECHNICAL INSTRUCTION.—The report of the Director contains a comprehensive survey of the progress made during the year in manual training (cookery and woodwork). Among other matters the report deals with the questions of accommodation, staff, travelling arrangements, classes, and exhibition of work. With the provision of a centre at the Normal School, which the Department has recently authorised, the accommodation for classes in cookery will be complete; as regards woodwork, the Director points out that it will probably be necessary before long to provide another centre. The arrival of Mr. E. Wentzel and Miss M. Evans, both highly qualified instructors, has materially strengthened the staffs, which are now adequate for the large number of pupils receiving instruction. The concessions in fares made by the Christchurch Tramway Board having removed one of the chief difficulties which suburban schools had to contend with, it is hoped that in the coming year a considerable increase in the numbers from these schools will be shown. The classes carried on by the School of Domestic Instruction have been taken over by the Christchurch Technical Classes Association, which body has become responsible for the payment of rent not provided by the Department, towards which this Board has agreed to pay each year the sum of £50. The noticeable progress made in technical instruction is shown in the report on the work of the Christchurch Technical Classes. The erection and equipment of suitable rooms and workshops has been followed by a very large increase in the attendance; the provision now made for the instruction of pupils in technical subjects is of the best; and the members of the Association and its Director are to be congratulated on the bright prospects attending their labours. In addition to the work carried on under the supervision of the Board's Director, a good deal of attention has been given to cookery and woodwork by the several associations and committees formed to further manual and technical instruction at the several outlying centres, where classes in dressmaking, woolsorting, shorthand, and typewriting have been held. In elementary agriculture and school-garden work, both theoretical and practical, steady progress has been made. The Board's Instructor, Mr. G. Rennie, has conducted Saturday classes throughout the greater part of the year, and has visited most of the schools in this district in order to encourage teachers to take up the work. In spite of the unfavourable seasons of the last two years, experimental work has been carried on at quite a number of schools.

SCHOOL CADET CORPS AND PHYSICAL CULTURE.—During the year a number of cadet corps or detachments have been formed. On the application of their respective commanding officers the Board approved of the several battalions holding a camp of instruction during the last week of the school year. At the camp, which was held at Rangiora under favourable conditions, excellent work was done, the discipline maintained being very satisfactory and the conduct of the boys good. Classes in physical culture were held at Christchurch during two terms of the year, and at Ashburton for one term. The enthusiasm of the Board's teachers in regard to physical drill for children and the allied sports and games continues unabated, and was amply demonstrated by the very successful gathering held at Lancaster Park in November last under the auspices of the North Canterbury Public Schools' Amateur Athletic Association.

PERSONAL.—It is with much regret that the Board has to record the loss by death during the year of two of its headmasters and of a headmistress.

I have, &c.,
M. DALZIEL, Chairman.

The Hon. the Minister of Education.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	12,329	7	2
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	47,809	1	5
Reserves revenue for primary education	14,586	3	0
Capitation at 6d. for relieving-teachers	407	2	9
Capitation at 11s. 3d., and grant of £250	9,410	6	6
Special capitation at 9d. for School Committees	630	16	6
Training colleges—			
Salaries of staff, &c.	1,510	14	11
Allowances to students	3,968	7	8
Training of teachers other than at training colleges	275	0	0
Conveyance and board of school-children	68	14	9
Receipts from other sources — Rent of buildings, £12 13s. 3d.; rent of site, £6; sundry refunds, £1 3s. 11d.; Education Acts, 10s.; Edendale, refund of April salary, 1906, £2 10s.; refunds from Okuti Valley, £2 4s. 4d.; Leamington, £19 3s. 4d.; Truancy Office (Stipendiary Magistrate's Court) fees, £22 7s. 6d.; reserves, £48 11s. 5d.	115	3	9
Grants from Government for—			
Scholarships—			
Education Board	652	12	9
National	312	10	0
District high schools—			
Salaries of teachers	2,638	18	3
Subsidies on voluntary contributions, &c.	257	10	0
Receipts from other sources—			
Fees	4	10	0
Voluntary contributions	257	10	0
Gammack Scholarships	200	0	0
District high school contribution	50	0	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	2,543	11	3
On account of free places	340	1	8
Material for class-work	57	19	2
Subsidies on voluntary contributions and bequests	646	5	0
Receipts from other sources—			
Fees	23	10	0
Voluntary contributions	392	19	0
Sale of material	36	5	0
Sale of tram-tickets	42	17	6
Prize fund, school woodwork	1	1	0
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	6,966	0	0
House allowances	655	9	3
New school buildings, additions, furniture, sites, &c.	2,499	17	8
Technical-school buildings, furniture, fittings, apparatus, &c.	8,120	3	2
Other receipts—			
His Worship the Mayor's (the late Sir John Hall) treat of school-children to the Exhibition	22	17	3
Hororata, Sir John Hall's executors, for bath, £100; interest on fixed deposits, £135 15s.; Akaroa, sale of old house, £21 0s. 6d.; Porter's Pass, sale of school, £20; Burnham, sale of house, £200; Pigeon Bay Main, sale of house, £164 6s. 1d.; sale of old material, £3 15s.; sundry refunds, £1 5s. 1d.; repairs, fencing, &c., contributions, £52 13s. 2d.; Scargill, contribution for school, £56 2s.; Oxford East, contribution for additional site, £10	764	16	10
	£118,598	3	2

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	2,647	11	8
Office contingencies	1,043	4	3
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	62,809	1	5
Relieving-teachers' salaries	681	15	11
Training colleges—			
Salaries of teachers	649	12	0
Incidental expenses of training college	75	0	0
Allowances to students	4,056	4	6
Books for library	5	7	6
Training of teachers other than at training colleges	320	6	0
Conveyance and board of school-children	54	13	6
Special capitation to School Committees	629	1	0
Incidental expenses of schools	5,245	15	7
Truancy Officer	185	13	3
Medical examination of pupil-teachers	11	12	6
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	939	4	10
National Scholarships	320	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	2,976	19	6
Other expenses—			
Gammack Scholarships	194	15	0
Voluntary contribution and subsidy	515	0	0
Manual and technical—			
School classes	1,565	13	3
Special classes	289	1	10
Payments to managers of associated classes	2,209	17	1
Other expenses—			
Office salaries	29	5	6
Agricultural classes	169	19	1
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	7,627	5	2
Rebuilding	784	13	1
Rent	21	5	0
House allowances	728	15	10
New school buildings, additional class-rooms, furniture, sites, &c.	3,557	15	2
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	91	0	9
Special classes	208	5	0
Payments to managers of associated classes	7,610	17	3
Other expenses—			
Exchange	20	17	0
His Worship the Mayor's (the late Sir John Hall) treat of school-children to Exhibition	195	3	3
Exchange on rents of reserves	0	1	6
Overpaid on Superannuation Fund	1	16	4
Balance at end of year	10,125	12	8
	£118,598	3	2

28th May, 1908.

M. DALZIEL, Chairman.
H. C. LANE, Secretary.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 20th February, 1908.

In accordance with the provisions of section 166 of "The Education Act, 1904," I have the honour to submit the annual report of the Education Board of the District of South Canterbury of the year ending 31st December, 1907.

THE BOARD.—At the beginning of the year the Board was composed of the following members: Messrs. G. W. Armitage, W. M. Hamilton, C. S. Howard, W. B. Howell, John Jackson, George Lyall, J. S. Rutherford, Thomas Sherratt, and the Rev. G. Barclay. In accordance with the provisions of "The Education Act Amendment Act, 1905," it was decided by lot that Messrs. Hamilton, Jackson, and Rutherford should retire during the year, and all three were re-elected. Owing to failing health Mr. Howell felt compelled to resign his position as a member of the Board in August after serving almost continually from the establishment of the Board in 1878. Mr. Howell was Chairman for eleven years, and on his retirement was presented with a handsome piece of silver. In August Mr. Jackson was elected Chairman. The Board held twelve meetings during the year, the average attendance of members being 7·5.

THE SCHOOLS.—There were seventy-six schools in operation at the end of the year, the same number as for 1906. During the year a side school was opened in the public hall at the township of Pareora East to save the younger children the walk to Springbrook or Kingdown. Applications for new schools at Cannington, Allandale, and Rakitairi were forwarded to the Department for the consideration of the Minister.

TEACHERS.—At the end of the year there were 153 teachers in the service of the Board—121 adults and 22 pupil-teachers, 61 males and 92 females. Of the adult teachers eighteen were uncertificated, occupying chiefly positions in small country schools. There is still a good deal of dissatisfaction among teachers regarding their salaries, which are made to vary with the average attendance of the schools. The year 1907 was remarkable for the succession of epidemics which visited the district, and by lowering the attendance caused decreases in the salaries of many teachers. The teachers affected are mostly old servants of the Board whose salaries were, before, anything but liberal, and whose interest in their work must be affected by these decreases in pay. It is hoped that the Minister will no longer delay the promised redress to the teachers by making salaries almost, if not entirely, independent of attendance. At the end of the year eighteen of the Board's teachers suffered reductions totalling £247 5s., and amounting in some cases to about 20 per cent. of the previous salaries.

SUPERANNUATION.—During the year 136 teachers and others contributed to the funds. Only nine adult teachers in the Board's service, who have the option to contribute, have declined to do so.

SCHOLARSHIPS.—The annual scholarship examinations took place in December, the number of candidates being, for Junior Scholarships 30, for Senior Scholarships 20. Ten Junior and six Senior, and the Junior National Scholarship were awarded.

PHYSICAL DRILL.—The Inspectors report that physical instruction receives full attention at the hands of the teachers of all the larger schools, some of whom devote much of their spare time ungrudgingly to the training of their pupils in a great variety of exercises calculated to develop their bodies and improve their health. In most of the smaller schools the teachers make a faithful effort to give due prominence to this part of their work.

ATTENDANCE.—At the end of the year there were 76 schools, 153 teachers, 5,285 pupils on the roll, 4,538 in average attendance (December quarter). The roll-number shows an increase of ninety over that of the previous year, but the yearly average attendance (4,506) shows a decrease of fifty-nine. This fall in attendance is no doubt due to the prevalence of epidemics of influenza, measles, and whooping-cough throughout the district. The average attendance expressed as a percentage of the mean of the average weekly roll-number for the four quarters was 85·9, showing a decrease of 2·3 for the year.

BUILDINGS.—During the year new residences have been built for the Pareora, Southburn, and Waitaki Schools. In March the Geraldine School was totally destroyed by fire—the work, it is supposed, of an incendiary. The rebuilding of the Pleasant Point School was under consideration, and it was decided to build a new school in brick on a new site of 5 acres. In May application was made for a grant for extensive additions to the Timaru Technical School, but, although the Department has been written to repeatedly on the matter, no definite reply has yet been received from the Minister.

In its new buildings the Board has tried to embody more modern ideas as to lighting, ventilation, &c. Many of the older rooms are very badly constructed in these respects, and in some cases the Board has been put to great expense to improve the rooms from a hygienic point of view. The question of school furniture is also one that is engaging considerable attention in different parts of the Dominion. If it were not for the extra expense required and the extra space occupied by them, there is no doubt that single desks have much to recommend them; but it is impossible with our present standard of 12 square feet per pupil in average attendance to provide these desks for all schools. The Board is at present obtaining single and dual desks of Canadian make, because these are found cheaper and far better than those made locally.

FINANCE.—The appended balance-sheet will show the receipts and expenditure for the year under various heads.

I have, &c.,
JOHN JACKSON, Chairman.

The Hon. the Minister of Education.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	4,210	14	0
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	15,422	2	0
Reserves revenue for primary education	3,440	5	0
Capitation at 6d. for relieving-teachers	112	14	6
Capitation at 11s. 3d., and grant of £250	2,785	18	0
Special capitation at 9d. for School Committees	172	0	3
Training of teachers other than at training colleges	150	0	0
Conveyance and board of school-children	179	1	0
Receipts from other sources—			
Interest on fixed deposits	45	0	0
Rents	106	7	6
Truancy fines	6	16	0
Grants from Government for—			
Scholarships—			
Education Board	342	5	0
National	37	10	0
District high schools—Salaries of teachers	1,364	8	0
Receipts from other sources—Park, refund of salary	5	1	7
Grants from Government for manual and technical instruction—			
Capitation on all classes	895	0	2
Material for class-work	83	1	10
Subsidies on voluntary contributions and bequests	367	16	6
Receipts from other sources—			
Voluntary contributions	12	3	6
Cookery sales	12	7	0
Waimate, contribution towards linoleum	5	0	0
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	3,656	0	0
House allowances	253	16	2
New school buildings, additions, furniture, sites, &c.	800	0	0
Technical-school buildings, furniture, fittings, apparatus, &c.	232	14	4
Other receipts—			
Interest on fixed deposits	57	10	0
Sale of old iron, &c.	8	9	9
	£34,764	2	1

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,215	0	0
Office contingencies	348	8	2
Teachers' and pupil-teachers' salaries, and allowances to pupil teachers	18,855	7	6
Relieving-teachers' salaries	125	13	11
Conveyance and board of school-children	175	11	6
Special capitation to School Committees	172	0	3
Incidental expenses of schools	1,218	12	0
Teachers' shares of house-rents	20	5	7
Allowance to scholarship holders, and expenses of examination—			
Board scholarships	350	9	10
National Scholarships	37	10	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	1,369	9	7
Manual and technical—			
School classes	532	4	11
Special classes	104	7	5
Payments to managers of associated classes	857	16	3
Other expenses—Director's salary	109	3	2
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	1,913	14	9
Rebuilding	1,193	3	0
Rent	85	10	0
House allowances	241	2	5
New school buildings, additional class-rooms, furniture, sites, &c.	868	15	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	85	15	3
Special classes	4	5	2
Payments to managers of associated classes	124	18	8
Balance at end of year	4,754	17	9
	£34,764	2	1

5th February, 1908.

J. JACKSON, Chairman.
A. BELL, Secretary.

OTAGO.

Education Office, Dunedin, 17th April, 1908.

SIR,—

In accordance with the provisions of section 166 of "The Education Act, 1904," the Education Board of the District of Otago has the honour to submit the following report of its proceedings for the year 1907.

BOARD.—At the beginning of the year the Board was composed of the following members: Messrs. Donald Borrie, Andrew McKerrow, and James Mitchell, representing the Northern Ward; the Hon. Thomas Fergus, Messrs. George C. Israel, and William Scott, representing the Central Ward; the Rev. P. B. Fraser, M.A., Messrs. Thomas Mackenzie, M.P., and William Snow, representing the Southern Ward. At the elections in the month of August, Messrs. Mitchell, Scott, and Snow were re-elected for the Northern, Central, and Southern Wards respectively. In the case of the Central Ward Mr. Scott was the only candidate nominated. At the first meeting of the Board in September Mr. Thomas Mackenzie, M.P., was re-elected Chairman. Twenty-six meetings of the Board were held during the year. The Hon. Thomas Fergus and Mr. Thomas Mackenzie, M.P., were reappointed members of the Board of Governors of the Otago Boys' and Girls' High Schools, and Mr. A. McKerrow was reappointed the Board's representative on the Waitaki High Schools Board. Mr. Donald Borrie continues to represent the Board as one of the Education Reserves Commissioners. The Hon. Thomas Fergus, the Rev. P. B. Fraser, M.A., Messrs. G. C. Israel, and William Scott were the Board's representatives on the Board of Management of the Dunedin Technical School.

NUMBER OF SCHOOLS.—At the close of 1906 there were 229 schools in operation in the district. During 1907 new schools were opened at Awamangu, Barewood, Kia Ora, Moa Flat, and Timaru Station, and the schools at Port Molyneux and Ida Valley were reopened. The schools at Allendale, Lee Stream, and Mount Stoker were closed.

The number of schools in operation at the end of the year was 233, an increase of four for the year.

Teachers.—On the 31st December there were 571 teachers in the Board's service, classed as follows: Head teachers, 92 males, no females; sole teachers, 34 males, 104 females—total, 138; assistants, 43 males, 171 females—total, 214; assistants (secondary departments, district high schools), 10 males, 6 females—total, 16; relieving-teacher, 1 male, no female; pupil-teachers, 26 males, 33 females—total, 59; teachers of needlework, no males, 24 females; Training College and Normal School, 6 males, 10 females—total, 16; teacher of gymnastics, 1 male; manual and technical (special teachers), 7 males, 3 females—total, 10: totals, 220 males, 351 females—grand total, 571.

In December, 1907, there were in the service of the Board 74 adult teachers who were uncertificated or who did not hold a license to teach. This is an increase of 10 since the previous year and of 35 since December, 1905. Of the number employed, 16 were males and 58 were females. Four males and 36 females were employed in schools with an average attendance below 16, 2 males and 7 females in schools from 16 to 20, 2 males and 1 female in schools from 21 to 25, 3 males in schools from 26 to 32, 2 males from 33 to 40, 1 male in a school from 61 to 75, while 1 male and 14 females held positions as assistant teachers in various schools from 41 to 570. In addition to these there were 18 teachers who had a license to teach.

Of the uncertificated teachers, 53 were untrained, 9 had attended the Training College, 6 had been pupil-teachers, and 6 had been pupil-teachers and had attended the Training College. An analysis of the salaries received by these teachers shows that 18 received not over £55, 3 received over £55 but not over £65, 8 received over £65 but not over £75, 21 received over £75 but not over £85, 24 received over £85.

The majority of the uncertificated teachers are with more or less diligence preparing for examination, but a few are making little or no effort to improve their qualification and acquire a definite status in the profession. Uncertificated teachers should remember that the Board cannot give them permanent appointments. The Board, in consideration of good service rendered in emergency, will not willingly terminate their engagements; but it must, in all fairness, consider the claims for employment of all fully qualified teachers, and in any case an uncertificated teacher cannot look for promotion in competition with those who are certificated. With the approval of the Board the Inspectors organized classes for the benefit of uncertificated teachers and teachers who desired higher classification. A very fair number availed themselves of these classes, and the results of the recent certificate examination have fully justified their existence. Should sufficient inducement be offered, similar classes will be organized to prepare for the examinations in January, 1909. The number of pupil-teachers employed was 26 males and 33 females—total, 59. This is a decrease from the previous year of 1 male and 8 females—total, 9; and a decrease from 1905 of 1 male and 24 females—total, 25. There is a strong inclination on the part of School Committees and head teachers to obtain the services of a junior assistant instead of two pupil-teachers, and in most instances the Inspectors have recommended the appointment of an assistant.

Scholarships.—The annual examinations for the Junior National Scholarships and the Board's Junior and Senior Scholarships were held, as formerly, in the month of December. Of the 51 competitors for the four Junior National Scholarships, 30 passed the examination and 21 failed. The scholarships were awarded as follows: For schools with an average attendance not exceeding 40, 1; for schools with an average attendance of between 40 and 200, 1; other schools, 2. Of the 112 competitors for the Board's Junior Scholarships, 64 passed the examination and 48 failed, while the whole of the 27 competitors for the Board's Senior Scholarships passed the examination. Thirteen Junior and eleven Senior Scholarships were awarded. Of those who gained the Board's Junior Scholarships 6 were girls and 7 were boys, while of the successful competitors for the Board's Senior Scholarships 4 were girls and 7 were boys. Nine of the Senior Scholarship winners had previously held Junior Board's Scholarships, and two had held Junior National Scholarships. The Scholarships current at the end of the year were: Board's Junior—males 20, females 13, total 33; Board's Senior—males 24, females 10, total 34; Junior National—males 11, no females: total, 78.

Attendance.—At the end of the year there were 233 schools, 571 teachers, and 19,183 pupils on the rolls of the schools. The figures relating to average attendance show an increase over the district of fifty-four pupils for the year. The average attendance expressed as a percentage of the weekly roll was 89, being an increase of 0·4 per cent. for the year. If the mean weekly roll for the district be taken as 19,221, the average percentage gained implies that 17,152 pupils attended every school day and that 2,069 were absent. Although, relatively to the other districts, Otago has for years maintained a very high standard of regularity of attendance—and indeed from 1901 to 1905 stood at the head of the list of all the districts—it cannot be supposed that the percentage of average attendance to roll-number which we have attained is as satisfactory as it might be. To a certain extent the irregularity of attendance is due to the prevalence of measles, scarlet fever, and other ills incidental to childhood, and also in the country districts to bad roads and distance from school, but much of it is certainly preventable, and if parents were impressed as they ought to be with a due sense of the hindrance to their children's educational progress occasioned by irregular attendance, they would see to it that, as far as possible, all cause of complaint in this matter were removed. In Dunedin the percentage of average attendance was 91, and it cannot be contended that, with all the educational facilities which the city affords, there should not be fewer than 9 out of every 100 children absent every school day. In many cases head teachers have not availed themselves of the services of the Truant Officer as they might have done, and in consequence the educational interests of the district have suffered.

Inspection of Schools.—The Inspectors' general report and their reports on the district high schools will be found in E.-1b. There is a decrease in the roll-number of nearly 0·9 per cent., more than a third of it being in Standard VII. Of the 1,439 pupils who were present in Standard VI, 945, or 66 per cent., obtained the certificate of proficiency. The schools are grouped according to efficiency as follows: Good to very good, 43 per cent.; satisfactory, 47 per cent.; fair, 9 per cent.; weak or very weak, 1 per cent. Compared with that of 1906, this grouping shows a decline of 7 per cent. in the first grade and a rise of 5 per cent. in the second, and of 2 per cent. in the third. The percentage in the last grade is the same as that for 1906. The majority of the large schools of the district are in the first group, and therefore the majority of the pupils are in schools of good efficiency. This is satisfactory. The Inspectors' report implies that, but for the prevailing epidemics, the efficiency of the schools would have been higher. The majority of the school-children were unaffected directly or indirectly by the epidemics; but to safeguard the staffing and revenues of the schools they were closed by resolution of the Committee. The Inspectors say, "It is a thousand pities that it should be possible for the invasion of an epidemic to deprive of any of their education those who are able to attend school." The Committee of one of the larger schools, when scarlet fever broke out in their district, declined, under the advice of the local Health Officer, to close their school, and the result was anything but adverse to the educational interests of the children. From the sanitary standpoint it is questionable policy to turn the children into the streets to play all day long with contacts, and even with convalescents whose skins and clothing are still loaded with disease-germs. The unavoidable employment of untrained uncertificated teachers is still adverse to the efficiency of the schools. The Inspectors still report that promotion in the upper standards is too easy, and that in large schools such promotion presses unfairly on the teachers of Standards V and VI. The Inspectors' remarks on the subjects of instruction are well worthy of the earnest attention of every teacher, especially the remarks on the value of a well-defined and worthy aim in the work of both teacher and pupil. They condemn emphatically the waste of time in mechanical spelling drill, and deplore the effect on English composition of the growing neglect of formal grammar, and the fact that it is possible for pupils to pass through the schools and leave them ignorant of the grammar of their own tongue. During the last year too many of the schools have been reported weak in grammar. Such report should not be necessary a second time. There is but little formal grammar prescribed in the syllabus of composition, and teachers should accept that as the irreducible minimum, and endeavour to the utmost of their power to have it mastered. The Inspectors report favourably on the work done in most of the school gardens, in elementary science, in nature-study, and in the various branches of handwork.

TRUANCY.—From the following statement an estimate may be formed of the work undertaken during the year for the suppression of truancy and irregular attendance: 1,147 notices were served on parents and guardians for infringements of "The Education Act, 1904," section 141; seventeen notices were served on parents whose children were not attending any school; 147 cases of irregular attendance were investigated; 118 penalty summonses were issued under section 145. Under the 118 summonses, 114 convictions were obtained, two cases were dismissed on production of a doctor's certificate, two cases were withdrawn. The total fines inflicted for the year amounted to £21 4s. The compulsory clauses of the Education Act were practically suspended during half of the year, owing to the epidemics of measles, influenza, &c. Transfer certificates should be more freely used than they have been in the past. Whenever a head teacher is informed that a pupil is leaving his school he should furnish him with a transfer certificate, and instruct him to present it to the head teacher of the school which he enters. In some cases too long a period elapses between leaving one school and entering another. It would be well were the date of last attendance inserted in the certificate, and the production of the certificate made compulsory.

DRILL AND PHYSICAL EXERCISES.—Exercises have been regularly practised in all the schools in the district. A series of breathing exercises drawn up by Mr. Hanna, the Board's gymnastic instructor, and approved by Dr. Ogston, the District Health Officer, has been circulated among the schools, and the teachers have been notified that these exercises are to form part of the course of physical instruction imparted in their schools. The number of cadet corps in connection with the public schools of the district is forty-three.

TECHNICAL INSTRUCTION.—The number of schools in which instruction in one or other of the manual and technical subjects was given was 122, and in 104 of these schools the time devoted to the instruction was sufficient to entitle them to claim capitation under the Department's regulations. This is an increase of eleven schools for the year. During the December quarter of 1907 the number of pupils receiving instruction in handwork subjects was 13,823, or 72 per cent., being an increase over the previous year of 2,374 pupils, or 12 per cent. Instruction in elementary agriculture was given in 61 schools, botany in 2, bricklaying in 9, brushwork in 44, carton-work in 15, cardboard-work in 17, cookery in 22, cane-weaving in 1, elementary design and colour-work in 2, free-arm drawing in 4, advanced needlework in 2, painting from the flat in 1, paper-work in 69, perspective in 1, physics in 1, physiology and first aid in 3, physical measurements in 18, plasticine in 16, stick-laying in 13, swimming in 4, wood-carving in 1, woodwork in 21. During the past three or four years pupil-teachers and students in training have undergone a course of instruction in swimming and life-saving, under the Board's instructor. The beneficial results of this are now appearing in our schools. During the year classes for instruction in swimming have been established at several rural schools, and in one the mistress has taken up the subject with the girls of the senior classes. It is reasonable to expect that during the current year this subject will be taken up more generally than it now is. Saturday classes in drawing, elementary design, brushwork, and carboard and clay modelling were held at the Dunedin School of Art, and were attended by 121 country teachers and pupil-teachers. Special teachers of needlework were employed in twenty-four schools having an average attendance below forty-one and taught by male teachers.

FINANCE.—The sum expended in teachers' salaries, including house and lodging allowances, was £64,598 4s. 4d.; the amount paid to School Committees for incidental expenses was £5,755 0s. 9d.; the amount expended in the erection, enlargement, and improvement of school buildings and the purchase of sites was £14,241 14s. 11d.

The receipts for school buildings include grant for maintenance, £7,318 14s.; special grants for new buildings, £4,395; house allowances to teachers, £404 15s.: local contributions, £189 12s. 8d.; deposits on contracts, £566 13s. 6d.; special grants for Technical School buildings, and furniture, fittings, &c., for same, £1,061 16s. 11d.: total, £13,936 12s. 1d. The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £5,380 2s. 6d.; rebuilding, £1,623 2s. 2d.; new buildings, £5,432 17s. 3d.; house allowances, £425 11s. 6d.; manual and technical purposes, £405 0s. 6d. At the end of the year the credit balances were: On Building Account, £2,412 1s. 8d.; on General Account, £7,334 4s. 6d.: total, £9,746 6s. 2d. Against the credit balance of £7,334 4s. 6d. on General Account there were various liabilities on account of primary-reserve rents, Technical Classes Association, Training College bursaries, and general purposes, amounting in total to £3,862 16s. 11d., leaving the available credit balance £3,471 7s. 7d.

By order of the Board.
P. G. Pryde, Secretary.

The Hon. the Minister of Education.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1907

Receipts.	£	s.	d.
Balance at beginning of year	10,331	15	5
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers.. ..	57,396	4	1
Reserves revenue for primary education..	9,196	10	7
Capitation at 6d. for relieving-teachers ..	421	9	6
Capitation at 11s. 8d., and grant of £250	9,733	1	3
Special capitation at 9d. for School Committees	658	19	0
Training colleges—			
Salaries of staff, &c.	1,591	6	9
Allowances to students	3,742	14	0
Training of teachers other than at training colleges	300	0	0
Conveyance and board of school-children	396	9	6
Other grants—Teachers' train-fares ..	4	2	6
Receipts from other sources—			
Truancy fines	29	18	0
Rent of offices	70	0	0
Interest on fixed deposit	20	0	0
Pomahaka school	40	0	0
Grants from Government for—			
Scholarships—			
Education Board	1,222	5	0
National	257	10	0
District high schools — Salaries of teachers	2,579	19	10
Receipts from other sources—Fees ..	2	0	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	2,710	14	0
On account of free places	440	7	10
Material for class-work	100	19	11
Subsidies on voluntary contributions and bequests	304	9	6
Receipts from other sources—			
Fees	161	8	6
Voluntary contributions	18	0	0
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	7,818	14	0
House allowances	404	15	0
New school buildings, additions, furniture, sites, &c.	4,395	0	0
Technical - school buildings, furniture, fittings, apparatus, &c.	1,061	16	11
Other receipts—			
Proceeds of sale of sites, rents of school-sites	69	3	1
Examination fees	2	0	0
Sale of Forbury School residence ..	91	0	0
Local contributions	189	12	8
	£115,262	6	10

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	3,230	0	0
Office contingencies	1,071	19	2
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	66,103	4	4
Relieving-teachers' salaries	333	13	9
Training colleges—			
Salaries of teachers	1,895	0	0
Incidental expenses of training college ..	40	0	0
Allowances to students	3,685	4	0
Conveyance and board of school-children	404	14	6
Special capitation to School Committees ..	658	19	0
Incidental expenses of schools	5,096	1	9
Gymnastic instruction	138	2	6
Truant Officer's salary and expenses ..	192	9	11
Exchange on teachers' salaries	36	14	3
Teachers' train-fares	4	2	6
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	1,253	9	4
National Scholarships	250	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	2,570	4	11
Manual and technical—			
School classes	1,478	16	8
Special classes	982	10	5
Payments to managers of associated classes	2,665	17	2
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	5,380	2	6
Rebuilding	1,623	2	2
Rent	39	11	0
House allowances	485	11	6
New school buildings, additional class-rooms, furniture, sites, &c.	5,432	17	3
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	267	0	0
Payments to managers of associated classes	138	0	6
Other expenses—			
Purchase of sites (Land Sales Account)..	354	7	6
Bank account fees	1	10	0
Stamps	111	14	1
Sale of Forbury School residence ..	91	0	0
Balance at end of year	9,746	6	2
	£115,262	6	10

29th February, 1908.

Thomas Mackenzie, Chairman.
P. G. Pryde, Secretary.

SOUTHLAND.

Sir,—

Education Office, Invercargill, 27th March, 1908.

In accordance with the provisions of "The Education Act, 1904," the Education Board of the District of Southland has the honour to present the following report of its proceedings for the year ended 31st December, 1907:—

The Board.—The *personnel* of the Board has undergone no change during the year. The three retiring members, selected by lot, were Messrs. Thomas MacGibbon, Joseph C. Smith, and John. C.

Thomson, and these gentlemen were, by the voting of the members of School Committees, re-elected to fill the vacancies in the East, Central, and West Wards respectively. At a meeting of the Board held on the 6th September Mr. John Fisher was elected to fill the position of Chairman for the ensuing year. Whatever defects may exist in the new method of the election of members under the "ward" system as compared with that previously in operation, the new departure has so far given rise to no particular difficulties in this district. Throughout the year there were held thirteen (twelve regular and one special) meetings of the Board, and twenty-three meetings of the Executive Committee. The attendance of members was very satisfactory.

Board's Representatives.—Messrs. W. Macalister and I. W. Raymond were unanimously re-elected to represent the Board as members of the Board of Governors of the Southland Boys' and Girls' High Schools, and Mr. Thomas MacGibbon continued to act on the Board's behalf as Commissioner of Education Reserves for the District of Otago and Southland.

Number of Schools.—The schools in operation at the commencement of the year numbered 168. During the year new schools were opened at Sandstone, Te Anau (household), New River Ferry, Titipua, Little Waikaka (household), Beaumont, and Centre Island (household); while the household schools at Burke's Hill (half-time with Wairekiki), Glen Dhu, and Te Anau were closed owing to the removal of the parents interested from these districts. There were thus 172 schools in existence at the close of the year.

Attendance.—But for the prevalence of epidemics in many parts of the district, the general attendance of pupils has been fairly well maintained. By the substitution of averages provided for in clause 2, (*b*), of the regulations affecting staffs and salaries, it has been possible in a great measure to safeguard the interests of teachers from undue and arbitrary reduction of salaries. Were the addition to Regulation 2, (*b*), of date 26th November, 1906 (designated 2, (*c*), made applicable apart from the health certificate under which it may be brought into operation—in other words, were clause 2, (*b*), without restriction made operative for more than one quarter in any year—the hardship to the teacher arising from an average attendance below normal would be minimised. The average attendance for the year was 8,481, being an increase of sixteen as compared with the previous year, and a record for this education district. Expressed as a percentage of the weekly roll-number, the average attendance was 86·2, a falling-off equal to nearly 1 per cent. as compared with the preceding year. To cope with the evil of irregular attendance the services of a Truant Officer have been retained. To assist this officer in the performance of his duties, and to obviate the necessity for so large a measure of personal visitation to the various school districts, teachers are required to furnish to the Board monthly reports concerning the attendance of pupils; and, on the information thus obtained, the enforcement of the compulsory clauses of the Act largely depends.

Teachers.—On the 31st December there were in the service of the Board 303 teachers of all grades, including pupil-teachers. Of these, above the rank of pupil-teachers, 152 were certificated, nineteen held licenses to teach, and eighty-eight were uncertificated. These figures reveal a serious increase in the number of uncertificated teachers. As a mitigating feature, however, it may be pointed out that many of those at present unclassified are strenuously endeavouring to pass the teachers' examination, and so fulfil the conditions of their temporary appointments. There are at present very hopeful indications that this unsatisfactory state of affairs will gradually disappear as the products of our training colleges become available for actual service. In this connection it may be noted that the experience of this Board is not singular in this matter. Most, if not all, of the other education districts in the Dominion make similar complaint of the dearth of fully qualified teachers. The suggestion made by this Board to the Minister of Education that provision should be made whereby candidates for teachers' certificates might be allowed to take their examination in sections, as is done in the degree examinations of the University, is strongly urged as at least a partial solution of the difficulty experienced by many teachers in the matter of securing classification. The Board is assured that the multiplicity of examination subjects required to be prepared in any one year is a very strong deterrent to many aspiring candidates. In all schools staffed by male teachers of Grade 0 to Grade 4 (inclusive) an effort has been made, in most cases successfully, to secure the services of a capable sewing-mistress. In twenty-one schools sewing-teachers were thus employed during the year, and capitation under the Manual and Technical Act has been paid for this service. The number of pupil-teachers on the staffs of the schools in this district was forty-four, the proportion of sexes being sixteen males and twenty-eight females. The usual annual examination was held in December, when nine candidates presented themselves. Of this number six passed the first examination, one passed in all subjects except drawing, and two failed to reach the standard prescribed for a pass. In terms of the regulations, the services of one candidate who had failed for the second time were dispensed with. The limited number of candidates who attended for examination is accounted for by the altered conditions of appointment, under which only two examinations have to be passed during the pupil-teacher's course, one for second- and third-year, the other for fourth- or fifth-year students. It may be also noted that the majority of the candidates have passed the Matriculation or Junior Civil Service Examinations prior to their appointment, and are thus exempt from presenting themselves, unless for those subjects of the pupil-teacher course of study not included in the public examinations referred to.

Scholarships.—1. *National Scholarships*—There were at the close of the year three boys and five girls who enjoyed the benefits of the National Scholarships Act. Included in the foregoing number were two whose scholarships were, on the recommendation of the Board, extended for a fourth year. As a result of the examination held in December last, two additional scholarships were awarded. Under the provisions of section 74, (*a*), of "The Education Act Amendment Act, 1907," this district will, next year, be in position to claim three instead of two Junior National Scholarships. The Board notes with satisfaction also that the standard of the examination has by the Amendment Act of last session of Parliament been raised from the Fifth to the Sixth Standard of the Public-school Syllabus. 2. *Board's Scholarships.*—On the Board's records there were the names of nine boys and eleven girls who held Junior Scholarships, and of five boys and three girls who held Senior Scholarships, as on the 31st December last. Acting on the report of the examination held in December, the Board awarded six Junior Scholarships (non-resident), and a similar number of resident scholarships tenable for two years. Three non-resident Senior Scholarships, tenable for three years, were also awarded. Having in view the equitable distribution of scholarship funds as between town and country schools, it is intended that for the future the basis of allocation shall, as nearly as possible, be the average attendance at town and country schools respectively; thus will the funds which accrue be allotted to pupils attending the schools in respect of which the capitation is earned.

INSPECTION OF SCHOOLS.—The work of the inspection and examination of schools throughout the district has received due attention during the year. The reports (both examination and inspection) of individual schools visited during each month are carefully examined and commented on by the Reports Committee, and thereafter laid on the Board's table at its regular meeting. By this means the Board is kept fully informed concerning the work of its teachers. Detailed information, statistical and otherwise, of the progress of education generally in the district will be afforded by a perusal of the annual report of the Board's Inspectors.

PHYSICAL INSTRUCTION.—As in past years, the matter of physical instruction in our schools has received attention commensurate with its importance. To this end the services (part time) of Mr. I. G. Galloway, as physical instructor, have been retained. The schools in and around Invercargill are regularly visited, and periodical visits are made to remote centres, on which occasions not the pupils only but the teachers are also instructed. A complete set of physical exercises for use in schools has been prepared, and a printed copy thereof supplied to each school in the district. More detailed reference to this subject will be found in the Inspectors' annual report (E.-1B.).

TRAINING OF TEACHERS.—The annual grant made by the Department for the training of teachers in the subjects of manual and technical instruction has again been judiciously expended. Saturday classes in the subjects of elementary agriculture, elementary geology, elementary physiology, and model, freehand, and brush drawing were organized at Invercargill and Gore, and were attended by a large proportion of the teachers whose location enabled them to visit these centres and return to their homes on the same day. Considerable interest was manifested in the subjects dealt with by the respective instructors, and there is warrant for believing that the results achieved will amply justify the expenditure incurred.

CONVEYANCE OF PUPILS.—Advantage is now largely taken of the regulations under which children resident at a distance of three miles or more from a public school may be conveyed thereto. In ten school districts arrangements have been made for this service, and for the last quarter of the year eighty-two children were conveyed to school over distances varying from three to eight miles. The cost of this service amounted to £330 14s. for the year, and, though the allowance made (6d. per child per return trip) cannot by any process of reasoning be considered too liberal, still the grants so made materially assisted in bringing the benefits of our education system within the reach of many children living in remote parts, whose parents could not well afford the total cost of conveyance.

TEACHERS' SUPERANNUATION FUND.—The teachers and others in this district who were, in terms of the Superannuation Act, eligible to join the fund have, almost without exception, become contributors thereto.

There were at the close of the year 142 names on the contributors' list. During the past year four teachers retired from the service on superannuation allowance.

FRANKING PRIVILEGES.—The withdrawal of the franking privileges hitherto enjoyed by Education Boards has involved an expenditure amounting to £104 8s. for postages and telegrams during the year. This amount would have been largely exceeded but for the material reduction in postal dues brought into operation in January last. This Board considered it an injustice that teachers should be called upon to bear the postage-tax imposed by the new conditions, and made arrangements early in the year whereby a refund, approximate to the actual outlay, of postages on returns and correspondence of a purely official nature might be made. Payment in stamps to the head teacher of each school in the district, aggregating £24, was made in November last, thus anticipating the suggestion made by the Minister in a circular memorandum recently issued by the Department.

BUILDINGS.—The substantial balance to credit of the Building Account at the commencement of the year (£6,050) was reduced to £3,834 as a net result of the year's operations. Several works of considerable magnitude, the principal of which was the erection of a new infant-school in brick at Invercargill South, were carried out during the year. For this important work a substantial grant-in-aid was made by the Department. The principal works of minor importance taken in hand were the rebuilding of the schools at Tokonui and Haldane, which had been unfortunately destroyed by fire, the erection of a new school at Dacre, of a new infant-room at Edendale, of small additions to the schools at Riversdale and Balfour, and of residences for the use of the teachers at Moturimu and Brydone. For each of the works mentioned in the preceding paragraph grants in full, or in aid, were made by the Department. The total sum contributed by the Department by way of special grants for new buildings, additions to buildings, furniture, and fittings amounted to £2,899 14s., while the grant for ordinary general maintenance of school buildings, appliances, and apparatus amounted to £3,359. The disbursements on the same accounts were £3,775 1s. 4d. and £4,308 18s. 8d. respectively. It should here be noted that the teacher's residence at Myross Bush was destroyed by fire in August last. It was not deemed expedient to re-erect the building in the meantime, a house allowance being granted to the teacher in lieu of a residence.

FINANCE.—The statement of accounts exhibits in a general way this Board's financial position. There stood at the commencement of the year a sum of £2,693 12s. 6d. to the credit of the General Account, and on Building Account a sum of £6,050 7s. 5d.—a total of £8,743 19s. 11d. On the 31st December last these accounts were still in credit to the amount of £2,953 1s. 8d. and £3,834

2s. 8d. respectively. These credits, satisfactory though they appear to be, must not be accepted without qualification as exhibiting the true financial position of the Board. A portion of the credit balance is accounted for by a prepayment of £1,572 (the amount being deducted from the ordinary grants for the month of January) by the School Commissioners of Otago on account of primary-reserves rents due for the last quarter of the year. In assessing the financial position of the Board, account must also be taken of the statement of assets and liabilities which accompanies the balance-sheet, and from which it will be seen that a sum of £1,372 is due in respect of the maintenance and repairs of school buildings. When, however, every contingency is taken into consideration, the Board may well congratulate itself on the soundness of its financial position.

By order of the Board.
JOHN FISHER, Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	8,743	19	11
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers.. ..	32,177	15	1
Reserves revenue for primary education	3,821	2	1
Capitation at 6d. for relieving-teachers ..	212	6	8
Capitation at 11s. 3d. and grant of £250	5,027	0	10
Special capitation at 9d. for School Committees	317	8	9
Conveyance and board of school-children	328	2	6
Receipts from other sources—			
Interest	120	0	0
Rents of school-sites	59	8	5
Subsidies, household schools	44	10	0
Refunds	66	3	6
Grants from Government for—			
Scholarships—			
Education Board	638	15	0
National	290	0	0
District high schools—Salaries of teachers	1,123	5	6
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,707	7	8
On account of free places	221	11	6
Material for class-work	106	4	2
Receipts from other sources—			
Fees	240	2	6
Voluntary contributions	15	14	0
Rent	32	10	0
Sale of materials	109	8	11
Grants from Government for—			
Maintenance of school buildings, rebuilding schools, &c.	3,359	0	0
House allowances	524	17	1
New school buildings, additions, furniture, sites, &c.	2,899	14	0
Other receipts—Donations to Building Account	150	14	6
	£62,337	2	2

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	1,551	15	0
Office contingencies	1,105	16	4
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	35,900	10	4
Relieving-teachers' salaries	122	8	5
Conveyance and board of school-children ..	330	14	0
Special capitation to School Committees ..	317	17	2
Incidental expenses of schools	2,370	19	4
Physical Instructor's salary	100	0	0
Truant Officer's salary	75	0	0
Donation to New Zealand International Exhibition	25	0	0
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	638	15	0
National Scholarships	290	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	1,060	0	0
Manual and technical—			
School classes	1,031	12	3
Special classes	981	19	11
Other expenses—Office salaries ..	94	4	8
General maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,380	14	1
Rebuilding	339	0	0
Rent	55	7	3
House allowances	477	11	3
New school buildings, additional class-rooms, furniture, sites, &c.	4,308	18	8
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	235	1	4
Special classes	214	19	7
Other expenses—			
Purchase of sites (Land Sales Account)	45	3	1
Appliances	371	15	8
Advertising tenders	37	6	6
Freight Account	77	8	0
Insurance, employees..	10	0	0
Balance at end of year	6,787	4	4
	£62,337	2	2

JOHN FISHER, Chairman.
JOHN NEILL, Secretary.

24th March, 1908.

SCHOOL COMMISSIONERS' REPORTS.

. AUCKLAND.

Sir,— School Commissioners' Office, Auckland, 17th June, 1908.

I have the honour to forward a statement of the School Commissioners' Accounts for the year 1907, showing payments on account of primary and secondary education of £3,828 and £852 10s. 6d. respectively.

The reserves let during the year comprised forty small sections of town and suburban land and thirty-three sections of country lands, yielding a joint annual rental of £548.

The Commissioners have nothing of public interest to report, except that the demand for land set apart as Education Reserves cannot be satisfied, on account of the delay in the vesting of these lands in them.

I have, &c.,

Oliver Nicholson, Chairman.

The Hon. the Minister of Education, Wellington.

Statement of Receipts and Expenditure for the Year ending the 31st December, 1907.

I. General Account.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1906	...	...	141 15 10
Rents received—			
Arrears of 1906	733 10 5	...	4,693 7 1
Due in 1907	3,959 16 8		
Arrears of 1906	...	126 13 1	667 19 9
Due in 1907	...	541 6 8	
Gisborne High School—			
Arrears of 1906	...	109 10 4	368 18 6
Due in 1907	...	259 8 2	
Interest on fixed deposits	33 12 5	2 11 0	36 3 5
Miscellaneous	1 10 0	0 10 0	2 0 0
Lease deposits	98 14 0	14 7 0	113 1 0
Total receipts	...	...	6,023 5 7
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Office salary	105 0 0	35 0 0	140 0 0
Office expenses	32 12 0	10 17 0	43 9 0
Commissioners' travelling-expenses	5 17 0	1 19 0	7 16 0
Legal expenses	15 15 0	5 5 0	21 0 0
Crown-grant fees	48 4 9	1 2 11	49 7 8
Expenses of leasing	41 9 6	19 11 4	61 0 10
Expenditure on reserves	288 12 0	1 8 3	290 0 3
Payments to Boards—			
Auckland Education Board	3,588 15 0	...	3,828 0 0
Hawke's Bay Education Board	239 5 0	...	
Payments to secondary schools—			
Auckland Grammar School	...	393 6 0	852 10 6
Thames High School	...	42 12 0	
Whangarei High School	...	47 14 0	
Gisborne High School	...	368 18 6	
Lease deposits paid out	99 15 0	58 8 0	158 3 0
Bank balance, 31st December, 1907	585 1 8	...	571 18 4
Less unpresented cheques	13 3 4	...	
Total expenditure	...	...	6,023 5 7

II. ENDOWMENTS ACCOUNT.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance, 31st December, 1906	1,054 13 2	85 11 10	1,140 5 0
Sale of timber	221 17 0	...	221 17 0
Land sold and taken for railway	87 0 0	...	87 0 0
Total receipts	1,363 10 2	85 11 10	1,449 2 0
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Erection of building	1,363 10 2	...	1,363 10 2
Balance, 31st December, 1907	...	85 11 10	85 11 10
Total expenditure	1,363 10 2	85 11 10	1,449 2 0

III. STATEMENT OF ASSETS AND LIABILITIES.

Assets.			
	£ s. d.	£ s. d.	£ s. d.
Bank balance (General Account)	398 18 9	172 19 7	571 18 4
" (Endowments Account)	...	85 11 10	85 11 10
Rents, 1905, unpaid	10 15 0	3 15 0	14 10 0
" 1906, "	46 12 10	22 7 2	69 0 0
" 1907, "	753 1 2	242 1 9	995 2 11
Total assets	1,209 7 9	526 15 4	1,736 3 1
Liabilities.			
	£ s. d.	£ s. d.	£ s. d.
Lease deposits held	14 8 0	4 2 0	18 10 0
Total liabilities	14 8 0	4 2 0	18 10 0

H. N. GARLAND, Secretary and Treasurer.

Examined and found correct—J. K. WARBURTON, Controller and Auditor-General.

TARANAKI.

SIR,— School Commissioners' Office, New Plymouth, 13th June, 1908.

I have the honour to hand you the statement of accounts and balance-sheet of the Commissioners for the year ended 31st December last, duly certified by the Controller and Auditor-General "with exceptions." The exceptions taken are (*a*) payments without the previous approval of the Commissioners, (*b*) an increase in the amount of outstanding rents. I have to state that all the payments referred to were made on the definite authority of the Commissioners previously obtained, the amounts being chiefly for wages and contracts which the Secretary was instructed to pay on presentation of vouchers. The matter of the rents has been fully considered by the Commissioners, who resolved on 13th March last "That . . . the Board is quite satisfied with the present system of collecting the revenues from reserves." I have only to add to this that the Taranaki Commissioners have rents payable every month in the year, some of them in advance, and that all our leases provide a certain period of grace.

During the year we have had one leasing of lands, both bush and town sections, which resulted satisfactorily. There have been no changes in the membership of the Board, which consists of Messrs. F. Simpson, W. T. Jennings, M.P., and C. E. Major, M.P., as Government representatives, and Mr. H. Faull and myself elected by the Taranaki Education Board.

I have, &c.,

JAMES WADE, Chairman.

The Hon. the Minister of Education, Wellington.

General Statement of Receipts and Expenditure for the Year ending the 31st December, 1907.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1906	...	...	1,651 5 9
Rents from reserves	3,093 11 11	383 19 3	3,477 11 2
Transfer fees	14 0 0	...	14 0 0
Interest on fixed deposits	...	...	24 11 11
Compensation for land taken by Crown for scenic purposes	...	...	150 0 0
Insurance premium refunded	1 6 0	...	1 6 0
Total receipts	...	...	5,318 14 10
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Secretary's salary	93 15 0	31 5 0	125 0 0
Office accommodation	18 15 0	6 5 0	25 0 0
Stationery, stamps, telegrams, &c.	6 0 0	2 0 0	8 0 0
Commissioners' travelling-expenses	20 2 9	5 15 3	25 18 0
Advertising sale of leases	28 10 9	9 9 9	38 0 6
Guarantee premium, £10; fire premiums, £1 17s. 4d.; employers' liability, 19s. 6d.	10 2 4	2 14 6	12 16 10
Inspection of reserves	97 9 6	32 13 0	130 2 6
Labour on reserves	90 7 9	0 8 9	90 16 6
Arbitrations	30 19 6	14 3 6	45 3 0
Law-costs	46 6 10	13 14 0	60 0 10
Bank commission	0 7 6	0 2 6	0 10 0
Printing	2 18 3	0 19 3	3 17 6
Rates	24 3 7	...	24 3 7
Engineering, £5 6s. 3d.; surveys, £10 3s.	15 9 3	.	15 9 3
Land Fund—			
Improvements on reserves £131 3s. 11d. Purchase of school-site, £80	...	...	211 3 11
Distribution from revenue—			
Taranaki Education Board	1,424 3 6	...	2,100 0 0
Wanganui Education Board	675 16 6		
New Plymouth High School Board	...	300 0 0	300 0 0
	2,585 8 0	419 10 6	3,216 2 5
Balance, 31st December, 1907	...	...	2,102 12 5
Total expenditure	..	...	5,318 14 10

Statement of Balances.

	£ s d.			£ s. d.
Primary Education Account	609 19 3	Balance, 31st December, 1907—		
Secondary Education Account	0 10 8	Fixed deposits, Bank of New Zealand		1,619 4 5
Land Fund	1,478 14 7	Current account, Bank of New Zealand	£455 17 8	
Trust Account	13 7 11	Less cheques outstanding	10 1 0	
				445 16 8
		Cash		37 11 4
	£2,102 12 5			£2,102 12 5

Statement of Assets and Liabilities.

Assets.

	£ s. d.
Cash in hand	37 11 4
Bank balance, 31st December, 1907	455 17 8
Bank, fixed deposits	1,619 4 5
Rents in arrear, 31st December, 1907	995 2 7
Rents in hands of solicitor and auctioneer	70 14 9
Total assets	£3,178 10 9

Liabilities.

	£	s.	d.
Outstanding cheques	10	1	0
Trust account	13	7	11
Total liabilities	£23	8	11

James Wade, Chairman.
New Plymouth, 11th May, 1908. F. P. Corkill, Treasurer.

Examined and found correct. Attention is, however, called to the increase in the outstanding rents over those of the previous year, the ratio now being 27 per cent. of the annual income, and to the payment of sums amounting to £252 3s. 3d. without the previous approval of the Commissioners.—J. K. Warburton, Controller and Auditor-General.

WELLINGTON.

Sir,— Office of the School Commissioners, Wellington, 24th February, 1908.

I have the honour to forward herewith the report and statement of receipts and expenditure of the School Commissioners for the Wellington Provincial District for the year ended 31st December last.

The following are the members of the Board of Commissioners: Mr. J. R. Blair (Chairman), Mr. W. H. Field, M.P., Mr. A. W. Hogg, M.P., Mr. F. Y. Lethbridge, M.P., and Mr. John Strauchon (Commissioner of Crown Lands).

During the year five reserves were added to the area vested in the Commissioners, comprising 2,701 acres 3 roods.

The total area now included in the educational reserve estate in this Provincial District is 106,342 acres 0 roods 13 perches, of which 6,659 acres 3 roods 13 perches (consisting mainly of rough and inferior country) are at present unlet.

The reserves leased during the year numbered thirteen, containing 2,007 acres 0 roods 18 perches, their annual rental being £325 1s. 5d., which makes the total number of leases now on the books 480, comprising an area of 99,682 acres 1 rood, on which is payable an annual rental of £8,104 16s. 9d., as against £6,511 13s. 4d. last year, the increase in the amount being largely due to renewals of expiring leases at higher rentals fixed by arbitration.

I have &c.,
The Hon. the Minister of Education, Wellington. J. R. Blair, Chairman.

General Statement of Receipts and Expenditure for the Year ending the 31st December, 1907.

—	Primary.			Secondary.			Total.		
Receipts.									
	£	s.	d.	£	s.	d.	£	s.	d.
Balance on the 31st December, 1906	585	5	9	93	15	3	679	1	0
Rent paid on account of previous years	161	7	7	...			161	7	7
Rent paid on account of year 1907	5,913	2	8	965	5	2	6,878	7	10
Rent paid on account of year 1908	281	19	2	...			281	19	2
Preparation and registration of leases	32	10	0	...			32	10	0
Interest and sinking fund on improvements ...	80	2	6	...			80	2	6
Adjustment of stock	2	8	0	...			2	8	0
Total receipts	7,056	15	8	1,059	0	5	8,115	16	1

General Statement of **Receipts** and **Expenditure** for the Year ending the 31st December, 1907—*continued.*

Expenditure.

—	Primary.			Secondary.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
Payments to educational bodies—									
Wellington Education Board	3,750	13	4	...			5,800	0	0
Wanganui Education Board	2,049	6	8						
Wellington College	...			317	10	8	800	0	0
Wellington Girls' High School	...			180	4	8			
Wanganui Girls' High School	...			139	8	0			
Palmerston North High School	...			162	16	8			
Salaries of officers	260	18	0	39	2	0	300	0	0
Printing, stationery, and office-expenses	101	2	11	15	9	11	116	12	10
Commissioners' travelling-expenses	10	10	0	...			10	10	0
Commission on sales of leases	17	19	6	...			17	19	6
Advertising	36	17	0	4	12	0	41	9	0
Travelling-expenses of Secretary	8	18	4	...			8	18	4
Arbitration	1	1	0	16	16	6	17	17	6
Surveys	36	11	11	0	15	0	37	6	11
Bank balance on 31st December, 1907	782	17	0	182	5	0	965	2	0
Total expenditure	7,056	15	8	1,059	0	5	8,115	16	1

Deposit Account.

	£	s.	d.	£	s.	d.	£	s.	d.
Survey deposits	...			10	0	0	10	0	0
Balance, 31st December, 1907	...			10	0	0	10	0	0

Assets.

	£	s.	d.	£	s.	d.	£	s.	d.
Cash in Bank ... £471 8 11	282	17	0	192	5	0	475	2	0
Cash in hand ... 3 13 1									
Fixed deposit with Wellington Trust, Loan, and Investment Company (Limited)	500	0	0	..			500	0	0
Total balances	782	17	0	192	5	0	975	2	0
Arrears of rent	135	5	1	0	0	1	135	5	2
Total assets	918	2	1	192	5	1	1,110	7	2

Liabilities.

	£	s.	d.	£	s.	d.	£	s.	d.
Survey deposits	...			10	0	0	10	0	0
Proceeds of freehold disposed of awaiting appropriation in purchase of other lands	532	4	1	...			532	4	1
Total liabilities	532	4	1	10	0	0	542	4	1

J. H. W. Wardrop, Secretary and Treasurer.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

HAWKE'S BAY.

Sir,— Office of the School Commissioners, Napier, 27th May, 1908.

I have the honour to forward herewith statement of accounts for the year ended 31st December, 1907, duly audited, and to report as follows:—

Two auction sales of leases were held during the year, when nine town sections, one suburban, and six rural sections were offered.

Four of the town sections were sold, and realised an aggregate annual rental of £285; and the rural sections sold as follows: Five at an aggregate annual rental of £271 9s., and one at an annual rental of £29 for the first five years and £36 5s. for the remainder of the term.

The suburban section and five town sections were passed in.

The previous rentals obtained for the reserves sold amounted to £345 10s. 8d. Of the sections passed in, one remained occupied by existing tenants at the same rental obtained from them before the sale, while the remainder had not previously been occupied.

Some old buildings on two of the town sections were sold, the net proceeds amounting to £143 18s. 6d.

For land taken by the Government for railway purposes compensation for the amount claimed—viz., £35—was obtained.

I have, &c.,

Henry Trent, Chairman.

The Hon. the Minister of Education, Wellington.

General Statement of Receipts and Expenditure for the Year ending the 31st December, 1907.

—	Primary.			Secondary.			Total.		
Receipts.									
	£	s.	d.	£	s.	d.	£	s.	d.
Credit balance on the 31st December, 1906 ...	744	3	1	13	11	1	757	14	2
Arrears of revenue for previous year—viz., rents, issues, profit, or receipts from reserves	289	18	0	109	17	0	399	15	0
Interest on overdue rent	9	2	8	0	12	1	9	14	9
Revenues—									
Rents, &c., of reserves for current year	3,304	14	4	910	1	1	4,214	15	5
Other receipts for current year—									
Rents collected by Receiver of Land Revenue ...	394	7	6	...			394	7	6
Interest on deposits	17	5	4	0	8	5	17	13	9
Instalment on account of fencing	29	8	6	...			29	8	6
Compensation for land taken for railway purposes	35	0	0	...			35	0	0
Sale of old buildings	...			157	9	0	157	9	0
Insurance (to be refunded) on Mrs. Lainbeer's dwelling...	50	0	0	...			50	0	0
Total receipts	4,873	19	5	1,191	18	8	6,065	18	1
Expenditure.									
	£	s.	d.	£	s.	d.	£	s.	d.
Salaries and allowances to officers	103	16	5	26	3	7	130	0	0
Printing, stationery, &c.	5	4	0	1	6	0	6	10	0
Auctioneer's charges	4	4	0	...			4	4	0
Advertising	31	14	10	3	13	1	35	7	11
Rates	20	18	6	37	13	8	58	12	2
Insurance	...			8	15	6	8	15	6
Repairs to buildings and drainage	36	13	3	13	10	6	50	3	9
Commissioners' travelling-expenses	18	5	0	4	12	0	22	17	0
Valuation fees	11	0	6	...			11	0	6
Clearing noxious weeds	6	12	6	...			6	12	6
Payment to Hawke's Bay Education Board ...	3,650	0	0	...			3,650	0	0
" Napier High School Board of Governors	...			698	0	0	698	0	0
" Dannevirke High School Governors ...	...			244	0	0	244	0	0
Credit balance at the 31st December, 1907—									
Deposit at Post-Office Savings-Bank	552	16	6	144	6	11	697	3	5
Current Account at bank, £517 11 4 ...									
Outstanding cheques, 95 0 0 ...	432	13	11	9	17	5	442	11	4
Cash in hand, 20 0 0 ...									
Total expenditure	4,873	19	5	1,191	18	8	6,065	18	1

STATEMENT of ASSETS and LIABILITIES for the Year ending the 31st December, 1907.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Cash in hand ...	19 17 6	0 2 6	20 0 0
Balance of cash at bank and Post-Office Savings-Bank on the 31st December, 1907 ...	...	...	1,214 14 9
Arrears due at 31st December, 1907—			
Arrears of year 1906 ...	24 0 11	...	24 0 11
Arrears of year 1907 ...	241 12 11	69 1 0	310 13 11
Total assets ...	285 11 4	69 3 6	1,569 9 7

Liabilities.

	£ s. d.	£ s. d.	£ s. d.
Awaiting appropriation in purchase of land, &c., ...	541 6 0	143 18 6	685 4 6
Insurance to lease ...	50 0 0	...	50 0 0
Unpresented cheque ...	...	95 0 0	95 0 0
Total liabilities ...	591 6 0	238 18 6	830 4 6

HENRY TRENT, Chairman.
W. J. PALLOT, Secretary.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

MARLBOROUGH.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending the 31st December, 1907.

Receipts.

—	Primary.		Secondary.		Total.
	Arrears.	Current.	Arrears.	Current.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Balance on 31st December, 1906 ...	...	94 18 3	...	20 0 3	114 18 6
Rents ...	118 12 6	150 7 6	2 10 0	34 0 0	305 10 0
Total receipts ...	118 12 6	245 5 9	2 10 0	54 0 3	420 8 6

Expenditure.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Marlborough Education Board ...	240 0 0	...	240 0 0
Secretary's salary ...	21 17 4	3 2 8	25 0 0
Purchase of Section 892, Picton ...	...	30 0 0	30 0 0
Printing and stationery ...	3 7 1	0 2 11	3 10 0
Labour ...	1 7 0	...	1 7 0
Bank fee ...	0 8 8	0 1 4	0 10 0
Stamps ...	0 14 0	0 2 0	0 16 0
Balance on 31st December, 1907 ...	96 4 2	23 1 4	119 5 6
Total expenditure ...	363 18 3	56 10 3	420 8 6

Assets.

	£ s. d.	£ s. d.	£ s. d.
Cash in bank ...	...	...	119 5 6
Outstanding rents ...	...	...	142 18 6
Total assets ...	...	...	262 4 0

STATEMENT of ASSETS and LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Credit balance on the 31st December, 1907 ...	77 2 1	58 9 7	135 11 8
Rents due—			
Arrears	2 0 0	...	2 0 0
Current	71 13 9	4 17 6	76 11 3
Royalties due, current	50 0 0	...	50 0 0
Total assets	200 15 10	63 7 1	264 2 11

Liabilities.

Nil.

THOMAS V. BYRNE, Chairman.
A. J. MORTON, Secretary.

Examined and found correct, subject to the remark that the amount of outstanding rents is equal to 60 per cent. of the annual charge.—J. K. WARBURTON, Controller and Auditor-General.

CANTERBURY.

Sir,— Government Buildings, Christchurch, 4th January, 1908.

In accordance with Order in Council of date 17th September, 1878, I have the honour to forward the report of the School Commissioners for the Canterbury Provincial District for the year ending the 31st December, 1907, together with a copy of its accounts duly audited.

The total area of the Primary Education Estate under lease on the 31st December, 1907, was 67,162¼ acres, producing an annual rental of £19,000 1s. 4d.: of this area 23,315 acres is contained in what is known as Pastoral Run No. 5.

The fixed deposit of £278 10s. 7d. with the Bank of New Zealand, which matured on the 23rd December last, has been redeposited for another year.

During the year twelve holdings fell in; of these one on which the occupier was living was renewed by arbitration and the remainder was let by tender, several of which were under 20 acres, being small hillside accommodation-paddocks adjoining the Waikari Township.

A large number of leases fall in on the 30th April next, and in June last the School Commissioners agreed to renew the leases of twenty-six tenants by arbitration (who were chiefly living on the land and had made many improvements, such as building, fencing, draining, &c., for most of the land was unimproved swamp when leased in 1887), and the remainder, chiefly of very small area on which there are no buildings, it was decided to let by tender.

I have, &c.,
JOHN RENNIE, Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending the 31st December 1907.

—	Primary.	Total.
Receipts.		
	£ s. d.	£ s. d
To Balance brought down from 31st December, 1906	...	2,560 16 5
Arrears of rent from last account collected	...	2,087 8 1
Moneys payable within the year 1907, and collected—		
On account of half-year's rent payable in advance on the 1st May, 1907	9,448 16 8	
On account of half-year's rent payable in advance on the 1st November, 1907	7,572 12 7	17,021 9 3
Other receipts—Bank of New Zealand: Interest on £278 10s. 7d. placed on deposit for one year (see statement of 31st December, 1906)	...	8 6 9
Total receipts	...	21,678 0 6

Expenditure.

	£	s.	d.	£	s.	d.
By Office expenses and management—						
Salary of steward (inclusive of travelling-expenses)	540	0	0			
Stationery and postage	7	8	0			
Fuel	2	0	0			
School Commissioners' railage and expenses	14	6	0			
Bank exchange on remittances to South Canterbury Education Board	4	7	3			
Bank exchange on cheques	0	7	3			
				568	8	6
Expenses of leasing—						
Advertising, printing, and lithographic plans	10	18	0			
Arbitrators' fees and share of cost of arbitration-deed ...	4	6	6			
				15	4	6
Special expenditure—						
Half-share of cost of tree-planting done by two tenants ...	12	13	0			
Cost of field-pipes supplied to lessees of Lots 1, 2, and 4 of Reserve 1191	12	10	0			
Contribution towards cost of repairs to culverts at Lake Taumutu	15	0	0			
Grant towards cost of windmill on Part A, Lot 5, of Reserve 939	10	0	0			
Special rate levied by Sefton-Ashley Drainage Board on Reserve 119	54	11	10	104	14	10
				688	7	10
Payments to Education Boards—						
North Canterbury	14,559	15	0			
South Canterbury	3,440	5	0			
				18,000	0	0
Balance in Bank of New Zealand, 31st December, 1907—				18,688	7	10
At credit of current account	2,711	2	1			
On fixed deposit	278	10	7			
				2,989	12	8
Total expenditure	...			21,678	0	6

STATEMENT of ASSETS and LIABILITIES.

Assets.

—	Primary. £	s.	d.	Total. £	s.	d.
Cash in bank, as above	...			2,989	12	8
Rents payable in advance, 1st May, 1907—Proportion uncollected ...	51	4	0			
" " 1st Nov., 1907—Proportion uncollected...	1,927	8	1			
				1,978	12	1
Total assets	...			4,968	4	9

Liabilities.

	£	s.	d.	£	s.	d.
Steward's salary, December, 1907	...			45	0	0
Awaiting appropriation in purchase of land	...			278	10	7
Total liabilities	...			323	10	7

JOHN RENNIE, Chairman.
H. H. PITMAN, Steward.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General

OTAGO.

SIR,— Education Reserves Office, Dunedin, 30th May, 1908.

In accordance with Order in Council dated 15th December, 1878, I have the honour to forward report of the School Commissioners of Otago for year ended 31st December, 1907.

The members of the School Commissioners are as follows: Messrs. William Dallas, Chairman, Donald Borrie, Thomas McGibbon, E. H. Wilmot, and the Hon. H. Feldwick.

The Commissioners take this opportunity of expressing their extreme regret at the loss of one of their colleagues during the year through the death of Mr. John Hay. During the time that Mr. Hay had a seat on the School Commissioners' Board his official knowledge was of great value in the management of the endowments. The Commissioners were pleased to welcome Mr. E. H. Wilmot, Commissioner of Crown Lands at Invercargill, as Mr. Hay's successor. During the year six auction sales were held, when forty-five reserves were leased for agricultural purposes, seven for pastoral, and sixteen town sections.

The area of the agricultural land was 2,656 acres, leased to thirty-five tenants at £714 8s. 11d. per annum, or an average of 5s. 4½d. per acre. The pastoral sections contained 3,287 acres, leased to seven tenants at £114 10s. 3d., or 8d. per acre. The sixteen town sections contained four acres, and were leased to fourteen tenants at £32 per annum. The Commissioners' rent roll at the end of 1907 contained 965 tenants, at an annual rent of £13,806 3s. 10d.

During the year the sum of £7,410 was invested on mortgage, and £3,740 16s. was received in repayment of loans. The amount now lent on mortgage over freehold security is £39,663 2s. 5d., and the annual interest is £1,894 16s., or £4 15s. 6·6d. per cent. per annum. There is also an amount of £3,700 lodged in the Bank of New Zealand on fixed deposit.

Of the sum of £2,933 3s. shown in the statement of receipts and expenditure as rents in arrear on 31st December, 1907 (the bulk of which was for rent due in advance on 1st November last), £1,989 4s. 6d. has since been collected. I beg to say in explanation of the amounts shown as expenditure in the statement of accounts that £71 3s. 6d. was paid for train fares; £40 3s. for stamps and telephones; £403 9s. 2d. on improvement of endowments in the way of river protective works, drains, and ditches; and £776 5s. to outgoing tenants for valuation of improvements—the latter sum being collected from incoming tenants. I am pleased to report the unsatisfactory mode of dealing with mining revenue from the education endowments referred to in my report for the year 1906 has been amended, and the Commissioners now receive monthly payments from the Treasury of amounts accruing to them from this source. Annexed hereto is a copy of the balance-sheet and statement of income and expenditure for year ended 31st December, 1907, duly certified to by the Controller and Auditor-General.

I have, &c.,
WM. DALLAS, Chairman.

The Hon. the Minister of Education.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending the 31st December, 1907.

—	Primary.			Secondary.			Total.		
Receipts.									
To Credit balances on the 31st December, 1906—	£	s.	d.	£	s.	d.	£	s.	d.
Bank of New Zealand and in hand ...	...			...			1,827	5	0
Bank of New Zealand on fixed deposit ...	...			...			5,500	0	0
Arrears of revenue for previous years, viz.,—									
Rents of reserves	2,837	13	1	174	6	10	3,011	19	11
Interest on mortgages	39	4	5	...			39	4	5
Revenues, viz.,—									
Rents of reserves for current year	10,326	5	11	752	17	11	11,079	3	10
Interest on mortgages	1,665	4	3	...			1,665	4	3
Interest on fixed deposits	198	0	0	...			198	0	0
Other receipts, viz.,—									
Net proceeds of land sales	...			...			526	8	3
Repayment of loans	...			...			3,740	16	0
Cash received from Treasury for refund of gold-fields revenue	888	12	0	...			388	12	0
Valuation for improvements collected from incoming tenants	...			...			860	15	0
Proceeds, sale of timber and flax	44	19	6	...			44	19	6
Total receipts	...			...			28,882	8	2

Expenditure.

	£ s. d.	£ s. d.	£ s. d.
By Salaries and allowances to officers—Secretary, £300; clerk, £155; Ranger, £231 5s. ...	...	...	686 5 0
School Commissioners' travelling-expenses attending meetings at Dunedin: W. Dallas—train fare, &c., £10 6s. 8d., hotel expenses, £19 10s.; T. MacGibbon—train fare, £15 16s. 4d., hotel expenses, £29 5s.; D. Borrie—train fare, £12 14s., hotel expenses, £20 5s.; Hon. H. Feldwick—train fare, £3, hotel expenses, £26 5s.; J. Hay—hotel expenses, £4 10s.; E. H. Wilmot—hotel expenses, £6 15s.	...	...	148 7 0
Survey of reserves	...	...	85 4 0
Office-rent, cleaning, fuel, and light	...	...	98 8 10
Printing and stationery	...	...	23 11 9
Incidentals	...	...	14 8 0
Stamps and telegrams, £33 3s.; telephone, £7 ...	...	...	40 3 0
Legal expenses	...	...	564 18 6
Expenses of leasing—			
Auctioneer's commission, &c.	...	...	19 1 0
Advertising	...	...	43 11 10
Inspection of reserves—Travelling-expenses and valuation fees	...	...	326 1 3
Expenditure on reserves—Drainage and protection from river-encroachment	...	...	403 9 2
Insurance premiums	...	...	9 10 3
Bank exchange	...	...	0 1 6
Contractor's deposit returned...	...	...	5 0 0
Payments of valuation for improvements to outgoing tenants	...	...	776 5 0
Amounts advanced on mortgage	...	...	7,410 0 0
Payments towards primary education—			
Otago Education Board	9,196 10 7	...	13,017 12 8
Southland Education Board	3,821 2 1		
Payments towards secondary education—			
Otago High Schools Board	...	475 5 0	969 3 1
Southland High Schools Board	...	311 19 10	
Waitaki High Schools Board	...	181 18 3	
Credit balances on the 31st December, 1907 ...	...	...	4,241 6 4
Total expenditure	...	...	28,882 8 2

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending the 31st December, 1907—*continued.*

	£ s. d.
Accounts—	
Credit, Bank of New Zealand, Dunedin	18 18 4
Less outstanding cheques	4 9 3
	14 9 1
Cash in hand banked 3rd January, 1908	526 17 3
Credit amounts on fixed deposit, Bank of New Zealand	3,700 0 0
	£4,241 6 4

—	Primary.	Secondary.	Total.
Assets.			
	£ s. d.	£ s. d.	£ s. d.
Arrears on 31st December, 1907, viz.—			
Arrears of rent due in and prior to 1904 ...	17 12 6	...	17 12 6
" " 1905 ...	28 12 0	...	28 12 0
" " 1906 ...	156 13 11	2 10 6	159 4 5
Arrears of interest due in and prior to 1906 ...	0 8 9	...	0 8 9
Arrears of rent due in 1907	2,605 10 9	122 3 4	2,727 14 1
Arrears of interest due in 1907	21 2 7	...	21 2 7
Amount due on fixed deposit	...	...	3,700 0 0
Amount of balance in bank and in hand	...	...	545 15 7
Amount advanced on mortgage	...	...	39,663 2 5
Total	...	...	46,863 12 4

Liabilities.

	£	s.	d.	£	s.	d.	£	s.	d.
Due Primary: Apportionment to Education Board ...	437	0	0	...			437	0	0
Due Secondary: Apportionment to High Schools Board	...			12	3	8	12	3	8
Rents overpaid	2	7	4	0	5	0	2	12	4
Outstanding cheques	4	9	3	...			4	9	3
Total	...			...			456	5	3

BALANCE ACCOUNT, 1907.

		£	s.	d.
1907.				
Jan. 1.	To Balances brought down—			
	Capital	43,237	0	5
	Primary rents under-apportioned	404	1	1
	Secondary rents under-apportioned	67	15	6
	Deposit on survey	5	0	0
Dec. 31.	Balances forward—			
	Fixed deposits, Bank of New Zealand	3,700	0	0
	Investments	39,663	2	5
	Cash in Bank of New Zealand, and in hand less outstanding cheques	541	6	4
	Valuation Account	284	3	7
		£87,902	9	4
1908.				
Jan. 1.	Balances brought down—			
	Capital	43,739	8	8
	Primary rents under-apportioned	437	0	0
	Secondary rents under-apportioned	12	3	8
		£44,188	12	4

		£	s.	d.
1907.				
Jan. 1.	By Balances brought down—			
	Fixed deposits, Bank of New Zealand	5,500	0	0
	Investments	36,017	18	5
	Cash in Bank of New Zealand	1,827	5	0
	Valuation Account	368	13	7
Dec. 31.	Balances forward—			
	Capital	43,739	8	8
	Primary rents under-apportioned	437	0	0
	Secondary rents under-apportioned	12	3	8
		£87,902	9	4
1908.				
Jan. 1.	Balances brought down—			
	Fixed deposits, Bank of New Zealand	3,700	0	0
	Investments	39,663	2	5
	Cash in Bank of New Zealand and in hand	541	6	4
	Valuation Account	284	3	7
		£44,188	12	4

WM. DALLAS, Chairman.
C. MACANDREW, Treasurer.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

By Authority: JOHN MACKAY, Government Printer, Wellington.—1908.

NEW ZEALAND.

With the Compliments of
The Inspector-General of Schools
and Secretary for Education.

1908.
NEW ZEALAND.

EDUCATION:

Education Department
Wellington, 190

ANNUAL EXAMINATIONS.

[In continuation of E.-1a, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

The Inspector-General of Schools to the Hon. the Minister of Education.

Sir,— Education Department, Wellington, 1st August, 1908.

I have the honour to present the following report of the annual examinations conducted by the Department for the various purposes of Teachers' Certificates, Junior National Scholarships, Junior Free Places in secondary schools, district high schools, and technical schools, Senior Free Places in secondary schools and district high schools, and for admission to or promotion in the Civil Service. The examinations were held between the 10th and the 21st days of December, 1907, and between the 6th and the 18th days of January, 1908, at the thirteen towns, which are the seats of Education Boards, and also at Alexandra, Aratapu, Arrowtown, Ashburton, Balclutha, Dannevirke, Gisborne, Gore, Hamilton, Hastings, Hawera, Lawrence, Levin, Masterton, Naseby, Oamaru, Ohaeawai, Pahiatua, Palmerston North, Paparoa, Rangiora, Reefton, Riverton, Stratford, Tauranga, Thames, Wairoa, Westport, Whangarei.

The total number of candidates that entered was 5,544, of whom 481 were absent from examination. The numbers that actually sat for the several examinations were as follows: For the Junior National Scholarship and Junior Free Place Examination, 1,475; for the Civil Service Junior Examination, 2,173; for the Civil Service Senior Examination, 231; for Certificate Examinations, 1,184. It is to be noted, however, that common to both the Junior and Senior Civil Service Examinations there were 25 candidates who sat for both, and whose names are accordingly reckoned twice in the totals given. Similarly, two of the candidates for Teachers' Certificates were also candidates for the Civil Service Senior.

The Junior National Scholarship Examination was used by all of the Education Boards except three for awarding their junior scholarships, and by Victoria College for awarding the Junior Queen's Scholarships.

The Civil Service Junior Examination was used as the examination for senior free places in secondary schools and district high schools, and also as the First Examination of pupil-teachers. It has also been adopted by nearly all the Education Boards as the test for their senior scholarships.

The following table shows in a succinct form the number of candidates for the last three years:—

	1905–6.	1906–7.	1907–8.
Junior National Scholarship and Junior Free Place	790	1,458	1,475
Civil Service Junior, Senior Free Place, First Pupil-teachers	1,305	2,123	2,173
Teachers D and C	749	1,051	1,184
Civil Service Senior	141	183	231
	2,985	4,815	5,063

From a comparison of the figures in the above table, it will be seen that the recent examinations have witnessed a remarkable increase in the number of candidates under the various headings. This increase in the candidature, so far as the December examinations are concerned, is evidently due to the greater opportunities now afforded for free secondary education; in the teachers' examinations it is accounted for chiefly by the encouragement given to teachers to improve their status, more especially in connection with the increased facilities extended to those who desire to take a forward step towards a Class C qualification.

The expenses of the examination amounted to £3,980 18s. 8d., and the fees paid by candidates to £3,020 5s. Printing and clerical work are not included in the account of expenses. The results of the Junior National Scholarship Examination were made known on the 22nd January, those of the Civil Service Junior Examination on the 1st February, those of the Civil Service Senior Examination on the 13th February, those of the examination for the Education Board's Senior Scholarships and for Senior Free Places on the 1st February, and those of the teachers' examinations on the 22nd February.

The total number of candidates that sat for the Junior National Scholarship and Junior Free Place Examinations was 1,475. Of this number 1,231 were candidates for scholarships, and 425 for free places only. On the result of the examinations 682 attained a scholarship qualification, and (including this number), 830 qualified for free places in secondary schools.

The highest percentages of marks gained in the various examination-papers were as follows: English, 89; arithmetic, 100; geography, 92; general paper, 99; drawing, 94. The highest percentage gained by any one candidate on the whole examination was 88.

Of the 2,173 candidates for the Civil Service Junior Examination, 1,304 were seeking employment in the Public Service, and 943 passed the examination, 620 of them with credit. Of the successful candidates, those that passed with credit, and such of the remainder as were not over sixteen years of age on the 1st December, 1907, satisfied the requirements of the regulations then current for the tenure of Senior Free Places in Secondary Schools and District High Schools. There were 784 candidates for Senior Free Places only. The total number that qualified for Senior Free Places, whether this was or was not included among the special objects for which the examination was taken, was 1,523.

Of the 231 Civil Service Senior candidates, 90 came up to complete examinations in which they had already been partially successful. In all 39 passed the whole examination, and the work of 125 in addition was accepted by the Department in two or more subjects towards the full qualification.

The numbers of candidates that entered for different stages of the Teachers' Certificate Examinations, with their status at the time of entry, are shown in the subjoined table:—

Examinations previously passed.	Candidates for the Whole or Part of the Class C Examination.	For Class D.	For Class D, with the Matriculation Examination of December, 1907.	For Completion of Partial Pass for Class D.	For Special Certificates in Single Subjects.	Total.
Nil	17	244	49	...	...	310
Matriculation	49	195	...	...	...	244
Partial pass for Class E	1	10	1	...	...	12
Class E	22	18	...	...	...	40
Partial pass for Class D	86	...	...	230	...	316
Class D	253	...	...	...	...	253
Higher examinations	254	7	...	27	...	288
Totals	682	474	50	257	...	1,463

Of the whole number of 1,463 candidates, 407 have passed—1 for Class A, 15 for Class B, 196 for Class C, 195 for Class D. 319 have obtained partial pass—3 for Class B, 138 for Class C, 178 for Class D. There are 192 whose work in separate subjects of the Class C Examination has been accepted by the Department, and 281 candidates, besides 151 absentees, have failed to improve their status. Attached to this Report are lists of the examiners, and of the successful and partially successful candidates. The examination-papers, with an appendix containing the criticisms and suggestions made by the examiners, have been printed separately.

I have, &c.,
G. HOGBEN,
Inspector-General of Schools.

LIST OF EXAMINERS.

Bakewell, Frederick H., M.A., Inspector of Schools
Barnett, J. Maughan
Bourne, Charles F., M.A.
Burnside, William, B.A., Inspector of Schools
Chilton, Charles, M.A., D.Sc., Professor in Canterbury College
Clark, E. H., Technical School, Wanganui
Cockburn, F. C. J., Technical School, Auckland
Crawford, A., B.A., Inspector of Schools
Egerton, C. W., M.A., Professor in Auckland University College
Farr, C. C., D.Sc., Professor in Canterbury College
Fleming, Thomas R., M.A., LL.B., Inspector of Schools
Foster, Thomas S., Inspector of Schools
Frankland, F. W.
Fraser, Alex. R., Technical School, Wellington
Garrard, C. W., B.A., Inspector of Schools
George, George, Director of Technical School, Auckland
Gill, Mrs. Mary
Gray, George
Gray, William, M.A., B.Sc., Training College, Wellington
Von Haast, H. F., M.A., LL.B.
Harkness, G. A., M.A., Inspector of Schools
Herdman - Smith, R., Director Art School, Christchurch
Hight, James, M.A., Litt.D.
Hudson, W. B.
Hunter, Thomas A., M.A., B.Sc., Professor in Victoria College
Jackson, Vincent W., Technical School, Auckland
Kirk, H. B., M.A., Professor in Victoria College
La Trobe, W. S., M.A., Director Technical School, Wellington
Lawrell, Miss M. E., M.A.
Levi, Phineas, M.A.
Marshall, P., M.A., D.Sc., Lecturer in Otago University
Meek, A. R., M.A., LL.B.
Mulgan, E. K., M.A., Inspector of Schools
Pearson, Mrs.
Petrie, Donald, M.A., Inspector of Schools
Pitkethly, George R., Technical School, Wellington
Pope, J. H. (formerly Inspector of Schools)
Reed, Frank, Inspector of Mines
Richardson, J. H., F.F.A., F.I.A.V.
Rowe, T. W., M.A., LL.B.
Segar, H. W., M.A., Professor in Auckland University College
Spragg, Silas, Chief of *Hansard* Staff
Stocker, Basil, M.A.
Strong, T. B., M.A., B.Sc., Inspector of Schools
Tennant, John S., M.A., B.Sc., Inspector of Schools
Thomson, G. M., F.L.S., F.C.S.
Thornton, Sidney, W., A.S.A.A., F.C.I.S., F.N.Z.A.A.
Varney, Arthur, Technical School, Wanganui
Wallace, Harry, Technical School, Auckland
Whetter, R. G., M.A., Inspector of Schools
Wilson, Kenneth, M.A.
von Zedlitz, G. W., M.A., Professor in Victoria College

EXAMINATION LISTS.

EXAMINATION FOR JUNIOR NATIONAL SCHOLARSHIPS AND FOR JUNIOR FREE PLACES IN SECONDARY SCHOOLS, DISTRICT HIGH SCHOOLS, AND TECHNICAL SCHOOLS.

I. Candidates that have passed the Junior National Scholarship Examination (arranged in Order of Merit).

No. and Candidate.	Education District.	Marks.
1. Allen, Natalie C. B.	Wellington	704
2. Brown, Vere R.	Auckland	687
3. Whyte, Marion K. B.	Hawke's Bay	686
4. Sherlock, Fanny	Taranaki	660
5. Elliott, Harold E.	Auckland	658
6. Johns, Walter D.	Wanganui	656
7. Battersby, Bessie	Auckland	653
8. McNiven, Cecil	Wanganui	641
9. Easton, Joanna Mackay	Auckland	640
10. Gouk, Constance M.	Auckland	639
11. Bailey, Albert L.	Hawke's Bay	635
12. McNabb, Ethel M.	Nelson	633
13. Johnson, Mabel R.	Wellington	632
14. Palmer, Charles A. P.	Wanganui	630
15. Small, Harold	Auckland	625
16. Heath, Philip C.	Auckland	624
17. Rosser, Kenneth J.	Auckland	619
18. Harding, Ernest A.	Auckland	618
19. Tizard, Annie C.	Auckland	617
20. Wilton, Walter K.	Wanganui	613
21. Harper, Edgar G.	Auckland	611
Hay, Nettie I.	Otago	611
23. Bell, Alexander	Otago	610
24. Rose, Ernest L.	Auckland	609
25. Best, Charles C.	Auckland	605
Nutsford, Vera L.	Auckland	605
27. Adamson, Norman J.	Southland	604
Anderson, Renata V.	Otago	604
Christie, Robert L.	Southland	604
Hall, Helen M.	Taranaki	604
Sweet, Charles J.	Auckland	604
32. Sullivan, Margaret M.	North Canterbury	603
33. Woods, Edith M.	Nelson	602
34. Aitken, Alexander C.	Otago	601
Reid, Edric D.	North Canterbury	601
36. Borer, Oscar	Wellington	600
Mann, Edgar	North Canterbury	600
38. Hall, Mervyn T. B.	Hawke's Bay	599
39. Smith, Eric S.	Otago	598
40. Phillipps, Thomas G.	Otago	595
Wilson, Alice K.	Auckland	595
42. Whitwell, Rebecca L.	Westport	594
43. Sexton, William J.	Auckland	592
44. Carson, Norman W.	Auckland	591
Darby, Annie E. M.	Auckland	591
Taylor, Archibald	Wanganui	591
47. Gow, Reginald R.	Auckland	590
48. Bishop, Thomas A.	Auckland	588
49. Ewart, Harold M.	Wellington	587
50. Collins, Lawrence E.	Auckland	586
Gwynne, Richard	Auckland	586
Nilsson, Lottie E. R.	Auckland	586
Verity, Arthur W. G.	South Canterbury	586
54. Dall, George B.	Wellington	585
Ford, Flora M.	Hawke's Bay	585
Malcolm, Alexander	Otago	585
57. Bayliss, John R.	Auckland	584
58. Bunting, Wilfred J.	North Canterbury	583
Fisher, Ernest E.	Southland	583
Worsley, William R.	Auckland	583
61. Graham, Arnold John	Wellington	582
McGregor, Georgina	Auckland	582
Willocks, Mary M.	Otago	582
64. Beamish, Richard	Auckland	581
Edginton, Ivy S.	Southland	581
Frew, David A.	Southland	581
Laing, Margaret S.	Hawke's Bay	581
Moore, Matthew J.	Auckland	581
69. Adlam, Ronald C.	Taranaki	580
Fowler, Thomas E.	South Canterbury	580
Hammond, Hubert M.	Auckland	580
Speer, Norman M.	Auckland	580
73. Bailey, Raymond H.	Hawke's Bay	579
Barrowclough, Harold E.	Wanganui	579
Burton, Athelstan R.	Auckland	579
Vial, Grahame G.	Wellington	579
77. McCormick, Horace	Hawke's Bay	578
Owens, Marion	Auckland	578
79. Astley, Eric H.	Auckland	577
McCormick, William R.	Auckland	577
81. Norman, George	Nelson	575
Roberton, John A.	Auckland	575
83. Marsack, Cyril W. T.	Auckland	574
Marshall, Leonard H.	Otago	574
Valentine, James J.	South Canterbury	574
86. Cornwall, Catherine	Nelson	573
87. Hall, Ada W.	North Canterbury	572
Rowe, Eric A.	North Canterbury	572
89. Adams, Ernest C.	Auckland	571
Bagley, Helen V. W.	Otago	571
Grant, William H.	Hawke's Bay	571
Thorburn, Charles S.	Auckland	571
93. Andrew, Elsie F.	Wanganui	570
Goddard, Vaughan H.	Hawke's Bay	570
Hooper, John P.	Wellington	570
Phillips, Sydney G. C.	South Canterbury	570
97. Quartermain, Leslie B.	North Canterbury	569
98. Preston, D'Arcy H.	Wanganui	568
99. Davies, Roy J. M.	Auckland	567
Henderson, Percy B.	Auckland	567
Howie, Alfred J. D.	Auckland	567
Hughes, William H. S.	Westland	567
Rowe, Myrtle J. S.	Auckland	567
Wells, William S.	Auckland	567
105. Brass, Agnes G.	Southland	566
Gatland, Howard C.	Auckland	566
Smith, Henry L.	Otago	566
108. Chalmers, Vera M.	Wellington	565
Moss, Doreen H.	Otago	565
110. Clapham, Herbert N.	Wellington	564
McClure, David D.	Wellington	564
Wiseman, John A.	Hawke's Bay	564
113. Carden, Selwyn R.	Auckland	563
Chisholm, Amy	Wellington	563
Gow, Ian B.	Auckland	563
Moore, Amy E.	North Canterbury	563
117. Orsborn, William E.	Wellington	562
118. Hames, Clarice E.	Auckland	561
Stemp, Olive C.	Wanganui	561
Woods, Alexander J.	Otago	561
121. Evans, Martha A.	Wanganui	560
Rushbridge, Henry W.	North Canterbury	560
Simpson, Dorothy M. H.	Auckland	560
Turner, Frances B.	North Canterbury	560
125. Blundell, Francis C.	Auckland	559
Kemshed, Donald S. M.	Otago	559
Smith, Samuel R. W.	South Canterbury	559
Tocker, Francis A.	Wellington	559
Warren, Lewis A.	Taranaki	559
Worsley, Harold J.	Auckland	559
131. Fleming, Aenid M. M.	Otago	558
Morrow, William J. T.	Otago	558
133. Munro, Hilda B.	Wellington	557
White, Christine L.	Taranaki	557

I. CANDIDATES THAT HAVE PASSED THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION (ARRANGED IN ORDER OF MERIT)—*continued*.

No. and Candidate.	Education District.	Marks.
135. Simcock, Russell A.	Auckland	556
136. Graham, Emma Z.	Auckland	555
Iverach, John A. D.	South Canterbury	555
138. Masters, Frederick H.	Taranaki	554
Powell, Mabel H.	Hawke's Bay	554
140. Earle, Ivy D.	Auckland	552
141. Bennet, Charles L.	Southland	551
Caradus, Charles	Auckland	551
Hynes, Mary	Southland	551
McLernon, Walter N.	Hawke's Bay	551
Walker, Carl R.	Auckland	551
146. Dickinson, John S.	Auckland	550
Goulding, Tom A.	Hawke's Bay	550
148. Everton, Brian L.	Wellington	549
Junker, Fritzena E. D.	Nelson	549
150. Chapman, Nellie K.	Hawke's Bay	548
Vial, George E.	Southland	548
152. Hicks, Catherine M.	Auckland	547
McMullin, Margaret L.	Otago	547
Pardington, Annie	Auckland	547
Sharp, Marjorie A.	Auckland	547
Thorp, John B.	Wanganui	547
Barlow, Albert E.	Southland	546
Clemow, Annie L.	Taranaki	546
Nicol, Gordon D.	Auckland	546
160. Bamfield, Owen W.	Otago	545
Boswell, Arthur	Auckland	545
Bradshaw, Gerald B.	South Canterbury	545
Clark, Henry G.	Auckland	545
MacLennan, Norman M.	Otago	545
McLennan, Elizabeth	Otago	545
Monaghan, Majorie W.	Wellington	545
Pearson, Kathleen V. M.	Auckland	545
168. Blanchett, Roy	Taranaki	544
Coppock, Robert R.	Wellington	544
Wallace, Isabella E.	Westland	544
171. Hawke, Archibald J.	Southland	542
McKenzie, Rupert W.	Auckland	542
Wilson, Mary A.	Wellington	542
Wyllie, Irene K.	Taranaki	542
175. Alderman, Arthur	Hawke's Bay	541
Bethell, John G.	Auckland	541
Saxon, Kendall R. J. T.	Nelson	541
178. London, Raymond P.	Wanganui	540
Natusch, Guy P.	Wellington	540
180. Forrest, Grace I.	Auckland	539
Matheson, Annie D.	Wellington	539
Robson, William R.	Wellington	539
183. Kellaway, Albert	Wellington	536
Rennie, Douglas M.	North Canterbury	536
185. Morris, James W.	Nelson	535
Rich, Eric J.	Hawke's Bay	535
187. Milne, Alexander C. H.	Wanganui	534
Thompson, Roland D.	Nelson	534
Turnbull, Mary I.	Otago	534
190. Hopkirk, Cyril S. M.	Wellington	533
Isbister, Cyril G.	Auckland	533
Matheson, Dorothy	Otago	533
Priest, Donald M.	Hawke's Bay	533
Wattie, Angus J.	Nelson	533
Wolstenholme, Elfrida M.	Hawke's Bay	533
196. Bates, Doris	Wellington	532
Beetham, Stanley D.	Auckland	532
Buchanan, Ruby E.	North Canterbury	532
Cooper, Charles	Otago	532
Griffith, Geoffrey L.	Auckland	532
201. Greville, Reginald H.	Wellington	531
Willis, Clarence A.	Wellington	531
203. Kirby, Alfred H.	Wellington	530
Vyner, Madeline B.	Southland	530
205. McLeod, Mary M.	Auckland	529
Milburn, Olive W.	Hawke's Bay	529
Sutherland, Olive R.	Wellington	529
208. Doyle, Annie M.	Hawke's Bay	528
Ensoll, John R.	Auckland	528
210. Wardrop, Colin A.	Otago	527
211. Anderson, Colin C.	Hawke's Bay	526
212. Fletcher, Irene G.	Auckland	525
Laing, Kenneth H.	Auckland	525
214. Black, Adam A.	North Canterbury	524
Copland, Douglas B.	South Canterbury	524
Fowler, Arthur	Auckland	524
Langbein, Charles H.	Nelson	524
Park, Ronald S.	Otago	524
Scott, Marcellius J.	South Canterbury	524
Williamson, Annie P.	Hawke's Bay	524
221. Chapman, William L.	Wellington	523
Hagan, Bernard J.	Wellington	523
Hookey, William E.	Hawke's Bay	523
Johnstone, Archie M.	North Canterbury	523
Mauger, Ernest	South Canterbury	523
Rhinesmith, Albert M.	Hawke's Bay	523
Strack, Carl J.	Wanganui	523
Wright, Clifford H.	Auckland	523
229. Bathgate, Daniel A.	Otago	522
Green, Alexandrina E.	Wellington	522
Mail, Laurence C.	Taranaki	522
Tweedie, Gordon L.	Southland	522
233. Adams, Rolf	Auckland	521
Allen, Eleanor E.	Wellington	521
Horner, Algeon H.	Otago	521
Inder, Mabel A.	Southland	521
Israel, Pearl A.	Hawke's Bay	521
Low, David C.	Wanganui	521
Moore, Florence K.	Nelson	521
Vercoe, Philip W.	Auckland	521
241. Brown, George K.	Wellington	520
Kimbell, Frederic L.	Taranaki	520
Harwood, William G.	Wanganui	520
Miller, John C.	Wellington	520
245. Fisher, John W.	Otago	519
Greatbatch, Elsie B.	Wellington	519
Lee, Evelyn K.	Auckland	519
Urquhart, Fanny I.	Wellington	519
249. Barclay, Mary F.	Auckland	518
Bond, Percy J.	Auckland	518
Couper, Claude E.	Hawke's Bay	518
Farnie, Winifred C.	South Canterbury	518
Holden, Vernon W.	Auckland	518
Morgan, Annie H.	Otago	518
Priest, Arthur F. L.	North Canterbury	518
256. Gaze, Doris K.	Auckland	517
Macalister, Alan B.	Southland	517
Robins, Arthur	Auckland	517
259. Heron, Albert J. G.	Wellington	516
King, James M.	Southland	516
261. Buxton, Allan B.	Wellington	515
Marshall, Joseph T.	Auckland	515
263. Kinloch, Richard E. D.	Auckland	514
Shaw, Kay E.	Wellington	514
Thomson, James	Auckland	514
266. Duncan, Alfred W.	Wellington	513
Hayman, Benjamin F.	South Canterbury	513
Hargreaves, William F.	Otago	513
Leamy, Agnes W.	Westland	513
McDonald, Gordon F.	Otago	513
271. Foden, Norman A.	Wanganui	512
Gunn, Helen C. W.	North Canterbury	512
White, Elsie	Auckland	512
274. Cooper, Ronald W.	North Canterbury	511
Day, Cyril V.	Wanganui	511
Harper, William S. B.	Auckland	511
King, Wilford B.	Hawke's Bay	511
McDonald, Sydney G.	Otago	511
Martin, Eleanor	Otago	511
280. Bell, John Griffith	Nelson	510
Findlay, Ivan H.	Southland	510
Grant, Andrew N.	Auckland	510
Mace, Leslie B.	Taranaki	510
284. Chatwin, Lothair A.	Wanganui	509
Pointon, Robert R.	Wellington	509
Scrimshaw, Harry N.	South Canterbury	509
287. Allan, Ivy B.	Westport	508
Handyside, George	Southland	508
289. Hamilton, Douglas S.	Southland	507
290. Bilderbeck, George	Wellington	506
Clarke, Kathleen M.	Auckland	506
McConnell, Edward J.	Auckland	506
293. Bongard, James R.	Auckland	505
Hookings, William R. J.	Hawke's Bay	505
Marwick, Albert E. V.	Auckland	505
Magnusson, Eric R.	Hawke's Bay	505
O'Farrell, Muriel E.	North Canterbury	505
298. Bain, Mary H.	Southland	504
Black, Everilda B.	Wellington	504
Fairbrother, Horace T.	Wellington	504
Hewat, Alexander S.	Southland	504
Ralls, Herbert G.	Auckland	504
303. Jones, Lina	Invercargill	502
McCulloch, Thomas	Otago	502
Sarten, Pearl E.	Wanganui	502
Smith, Ivy H.	North Canterbury	502

I. CANDIDATES THAT HAVE PASSED THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION (ARRANGED IN ORDER OF MERIT)—*continued*.

No. and Candidate.	Education District.	Marks.
307. Campbell, Gladys O.	Auckland	501
Evans, Eurfryn [illegible]	Wellington	501
West, Ludolph E. W.	Wanganui	501
310. Bradfield, William L.	Wanganui	500
Potter, Leslie	Auckland	500
312. Bowring, Willia A.	Auckland	499
Shaw, Stanley E.	Taranaki	499
Stack, Thomas J.	South Canterbury	499
Thomson, John C.	Southland	499
Warrington, William	Otago	499
317. Cockran, Alma	Auckland	498
Latimer, Constance M.	Auckland	498
Mack, Florence G.	Auckland	498
Smith, Ida R.	Wellington	498
321. Champtaloup, Edward R.	Auckland	497
McLaren, Alexander	Otago	497
Shaw, Hugh W.	Taranaki	497
324. Brenan, Errol L.	Auckland	496
Fletcher, Violet	Auckland	496
Rowe, Elizabeth G.	Wanganui	496
327. Ball, Elsie P.	Auckland	495
Brown, Kathleen M.	Nelson	495
329. Auton, Robert	North Canterbury	494
Nicol, Robert K.	Wellington	494
Seth-Smith, William N.	Otago	494
Shanahan, Kate	Auckland	494
Shea, Ellen	Otago	494
334. McAllister, Ila F.	Hawke's Bay	493
O'Donnell, Mary A.	North Canterbury	493
Poulter, George J. S.	Grey	493
Tizard, Percy G.	Otago	493
Wakelin, Henry E.	Wanganui	493
Watson, Ellen E.	Otago	493
340. Bennett, Edith M.	South Canterbury	492
Smith, Albert D.	South Canterbury	492
Bennett, Sidney G.	Auckland	491
Kemp, Herbert G.	Wellington	491
Thompson, John M.	Wanganui	491
Blackie, Margaret P.	Otago	490
Grace, Margaret M.	Nelson	490
Marshall, Thomas C.	Otago	490
Wallach, Elina I. W.	Taranaki	490
349. Allardyce, Ivan D.	North Canterbury	489
Allen, Ivan M.	Auckland	489
Brown, John L.	Auckland	489
Hird, Alice C.	Hawke's Bay	489
Jones, Ballance E.	Wanganui	489
Stevens, John R.	Southland	489
Todd, Kenneth R. N.	Auckland	489
356. Brown, Mary I. E.	Southland	488
Hart, James C.	Taranaki	488
Lascelles, William R.	North Canterbury	488
Pryne, Gertrude	Auckland	488
Roscoe, Francis S.	North Canterbury	488
Wilkinson, Jessie M.	Auckland	488
362. Ritchie, George A.	Hawke's Bay	487
Treadwell, James G.	Wanganui	487
364. Corrigan, Dorothy A.	Wanganui	486
Kempthorne, Constance E.	Nelson	486
McCaw, Peter R.	Wellington	486
Mackay, Cyril A.	Auckland	486
Philpott, Ellen T.	Southland	486
Reid, John Lawrie	Hawke's Bay	486
Wilson, Olivette M.	Auckland	486
371. Bollinger, Marjorie J.	Taranaki	485
Bruce, Marion S.	Wanganui	485
Smith, Marjorie E. O.	Nelson	485
374. Campbell, Norma	Auckland	484
Hattersley, Elvie	Auckland	484
Innes, Francis M.	Hawke's Bay	484
Lee, Millicent I.	Hawke's Bay	484
Price, Frank M.	Auckland	484
Veale, Ethel G.	Auckland	484
380. Cooper, May E.	Hawke's Bay	483
Green, Edwin S.	Otago	483
Mullan, Margaret	Wellington	483
383. Bonthron, Escott	Southland	482
Geddes, John H. Z.	Nelson	482
Gernhoefer, Amy M.	Taranaki	482
Jenson, William A.	Wellington	482
Paine, Meda	Otago	482
Philips, Kate M.	Auckland	482
389. Cuddie, James R.	Wellington	481
Gebbie, Norman W. T.	Hawke's Bay	481
Smith, Laurence E.	Taranaki	481
Thompson, Arthur Lander	Wellington	481
393. Couling, Gordon R.	Southland	480
Ferguson, John S.	Southland	480
McKenzie, Edith E.	Auckland	480
Stunell, Charles E.	Wellington	480
Styles, Charles B.	Southland	480
398. Bird, Rata A. M.	North Canterbury	479
Hilliard, Madeline	Marlborough	479
Mayall, Abigail	Auckland	479
Moore, Cleveland J. F.	Westland	479
Scarfe, Edward R. F.	Hawke's Bay	479
403. Anderson, Phyllis	Auckland	478
Bell, Bernard	Wellington	478
Ellis, Annie D. H.	Otago	478
Salmond, George C.	Southland	478
407. Campbell, Dallas B.	Auckland	477
Gibson, Sydney E.	Taranaki	477
Simpson, Gertrude H.	Auckland	477
Vernon, William S.	Wanganui	477
Yule, Ella F.	Wellington	477
412. Brown, Lillian E.	Wellington	476
Green, Eleanor E.	Auckland	476
Haigh, Kate	Wellington	476
Wood, Frank H.	Taranaki	476
416. Coleman, Annie C.	Taranaki	475
Tibbits, Beatrice A.	Auckland	475
Wise, Victor J.	Wellington	475
419. Bosselmann, Vernon C.	Nelson	474
Glasgow, John M.	Wanganui	474
Millard, Walter G. W.	Southland	474
Phelan, Elsie M.	Auckland	474
Watson, Henry A.	Wellington	474
424. Hotop, Wilbert L.	Otago	473
McBride, William	Southland	473
Wilton, Clifford H.	Wellington	473
427. Logan, William M.	Otago	472
McMurtrie, Alexander C.	Auckland	472
Saxon, K. M. O. D.	Nelson	472
430. Hansen, Ingeborg M.	Hawke's Bay	471
McClurg, Doris I.	North Canterbury	471
McClymont, William D.	Southland	471
Smith, Donald V. G.	Wellington	471
Ward, Garner W.	Wellington	471
435. Anderson, George H.	Hawke's Bay	470
Ryburn, William M.	Wellington	470
Scott, Alberta	Wellington	470
438. Bell, Cecil R.	Otago	469
Casey, John	South Canterbury	469
Gillanders, Ethel	Otago	469
Johnson, Valeria	Auckland	469
Sanders, John R.	Otago	469
Smythe, Gladys M.	Wanganui	469
Wilkinson, Annie M.	North Canterbury	469
Young, Ella	Otago	469
446. Blackman, Hugh S.	Auckland	468
Duff, Edna L.	Wellington	468
Rushton, Erle V.	Wellington	468
449. Pinfold, Basil H. B.	North Canterbury	467
Robinson, Greta I.	Nelson	467
Rose, Gwendoline H. H.	Wellington	467
452. Keddell, Rubina M.	Grey	466
McPhail, Laura R.	Auckland	466
454. Fairbrother, Freda N.	Wanganui	465
Hewat, Margaret F.	Wellington	465
456. Glasson, Robert W.	Auckland	464
457. Bayly, Albert R.	Taranaki	463
Black, Winifred J.	South Canterbury	463
Fuller, Gwendoline A.	Wellington	463
Hammond, Rita A.	Auckland	463
Houghton, Eva M.	Auckland	463
462. Berry, Patrick T.	Auckland	462
Budd, Arthur E.	Auckland	462
McCashin, Alice F.	Hawke's Bay	462
McLeod, Barbara R.	Auckland	462
Shaw, Ida H.	Nelson	462
467. Mace, Emily F.	Taranaki	461
Steven, John P.	South Canterbury	461
White, Miriam S. E.	Auckland	461
Whyte, Robert H.	South Canterbury	461
471. Avery, Hubert J.	Marlborough	460
Jameson, John K.	Southland	460
O'Connor, Michael B.	South Canterbury	460
Whyte, Harry	Hawke's Bay	460
475. Bingham, Ivy Marion	Hawke's Bay	459
Hutchinson, Mary L.	Wanganui	459
Simmonds, Alice E. T.	Southland	459
478. Harris, William J.	Auckland	458

I. CANDIDATES THAT HAVE PASSED THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION (ARRANGED IN ORDER OF MERIT)—*continued*.

No. and Candidate.	Education District.	Marks.
Molesworth, Cyril D. N.	Auckland	458
480. Jull, Phyllis L.	Hawke's Bay	457
McCowan, Eileen	Auckland	457
Sebley, Catherine M.	Hawke's Bay	457
Skellern, Sidney E.	Auckland	457
Wilson, Mary F.	Hawke's Bay	457
485. Aldridge, Vera L.	North Canterbury	456
Ivory, William	Wellington	456
Jones, William F. S.	South Canterbury	456
Mulloy, William	Taranaki	456
Tattle, Arthur H.	Wellington	456
490. Benton, Cora C.	Hawke's Bay	455
Butterfield, Alice M. B.	Hawke's Bay	455
Hawkins, Amelia C.	Hawke's Bay	455
O'Leary, William R.	Wellington	455
Page, Roy H.	Auckland	455
Tonkin, Herrick	Hawke's Bay	455
496. Cumming, Hilda	Hawke's Bay	453
Gudsell, Leslie M.	North Canterbury	453
Woodward, Warwick A.	Auckland	453
499. Bennett, Nellie	Wanganui	452
Coward, Adelina M.	Marlborough	452
Eaves, Beatrice E.	Auckland	452
Le Roy, Annie M.	Auckland	452
Proctor, William A.	Auckland	452
Roulston, Norman M.	Hawke's Bay	452
Rowllings, Edward T.	Auckland	452
Wallace, Lachlan C.	Auckland	452
507. Golding, Rosa E.	Auckland	451
Pigott, Mary Ann	Wanganui	451
Rea, Rosina Emilie	Taranaki	451
Washer, Harold A.	Auckland	451
Wood, Albert G.	Taranaki	451
512. Chrisp, Eric T.	Hawke's Bay	450
Conyngham, Rebecca W.	Auckland	450
Duston, Henry M.	Southland	450
Robertson, Fred	Wellington	450
516. Hamel, Irene U.	Otago	449
McNaughton, Rena V. E.	Wellington	449
Oxenham, Esther	Hawke's Bay	449
Sievers, Nicholas W.	Wellington	449
520. Anderson, Iris A.	Auckland	448
Craig, Andrew J.	Wellington	448
Hogg, Harold G.	Hawke's Bay	448
Martin, Mary	Otago	448
524. Dowling, Richard E.	Taranaki	447
Dumbleton, Douglas	Taranaki	447
O'Leary, Eileen G.	Auckland	447
Tobin, Kathleen D. B.	Taranaki	447
528. Bary, Leonard J.	Marlborough	446
Briasco, Joseph D. A.	Hawke's Bay	446
Farquhar, Harry Roy	Wellington	446
Smith, Nora C.	Auckland	446
Watkin, Cyril B.	Auckland	446
Webb, Ella D.	Nelson	446
534. Cooper, Ernest B.	South Canterbury	445
Grosvenor, Bower	Hawke's Bay	445
Lambert, Lily	Hawke's Bay	445
Shoemark, Howard W. G.	Taranaki	445
538. Little, Leonard L.	Southland	444
Lockie, William	Hawke's Bay	444
540. Fitzgerald, Robert S. J.	Otago	443
541. Crawford, William	Otago	442
Fairmaid, Robert L.	Otago	442
Jury, Stanley D.	Taranaki	442
Lidgard, Roy	Auckland	442
545. Lissington, Frank R. C.	Wellington	441
Sanson, Henry S. M.	Wanganui	441
Walker, Hilda	North Canterbury	441
548. Fowlds, William F.	Auckland	440
Solvander, Alfrida G.	Hawke's Bay	440
Thomson, Georgina F.	South Canterbury	440
551. Anderson, Marie M.	Southland	439
Grout, Henry C.	Hawke's Bay	439
Knight, Cecilia G.	Westland	439
554. Mangham, Kathleen A.	Auckland	438
Russell, Keith D.	Wellington	438
Taylor, Francis H.	Hawke's Bay	438
Tennent, Robert	Grey	438
558. Cameron, Clive R.	Otago	437
Craig, Leopold G.	Auckland	437
Gore, Mary E.	Hawke's Bay	437
Hart, Frank O.	Wellington	437
Ryburn, Doris B.	Wanganui	437
563. Holmes, Reta M.	North Canterbury	436
Kellett, David L.	Otago	436
Mackay, Isabella C.	Southland	436
Mainland, Dorothy J. M.	Wellington	436
McKenzie, Christina Y.	Wellington	436
Yearbury, Dulcie M.	Auckland	436
569. Aickin, Francis W.	Wellington	435
Matheson, Clara R.	Otago	435
Morris, William H.	Nelson	435
Trigger, Doris K.	Taranaki	435
573. Butler, Fenton	Wellington	434
Sweet, Robert L.	Wellington	434
Tait, Margaret J.	Southland	434
576. Gordon, Lena E.	Auckland	432
Preston, Ivy M.	Wellington	432
578. Gunman, Ebba D.	Auckland	431
Klenner, Lily M.	Taranaki	431
Kent, Dorothy G. R.	Otago	431
Smith, Edith M.	Wellington	431
582. Scott, Madge	Auckland	430
Winter, Ramsay M.	Auckland	430
584. Farrell, Florence	North Canterbury	429
Holmes, Walter A.	Wellington	429
May, Mabel L.	Wellington	429
Porteous, Dorothy M.	Wanganui	429
Sinclair, Emma M.	Southland	429
589. Balfour, Norman B.	Hawke's Bay	428
Barton, Gerald A. A.	Wanganui	428
Church, Myrtle B.	Hawke's Bay	428
Drummond, Leslie A.	Hawke's Bay	428
Hornblow, Reginald R.	Wellington	428
Jory, Norman A.	Auckland	428
Sawers, James W.	Southland	428
596. Drysdale, William J.	Hawke's Bay	427
Wheeler, Myrtle C.	Auckland	427
598. Bater, Norman R.	Auckland	426
Francis, Robert S. R.	North Canterbury	426
Grace, Ethel J.	Marlborough	426
Mellor, Alice D.	Wanganui	426
602. Macgregor, Rob Roy	Southland	425
Turner, Ernest W.	Auckland	425
Willis, Stanley H.	Wellington	425
Worrall, Winifred M.	Auckland	425
606. Gibbs, Ernest J.	North Canterbury	424
607. Bree, Helier O.	Auckland	423
Dall, Hilda G.	Southland	423
Fraser, Charles S. F.	Otago	423
Taylor, Thomas L.	Hawke's Bay	423
611. Hannan, Helen M.	Westland	422
Mabin, Constance S. R.	Wellington	422
Stratford, Herbert S.	Marlborough	422
614. Butler, James	North Canterbury	421
Hodgson, Inez R. M.	Marlborough	421
Picken, Marion S.	Hawke's Bay	421
Ross, Henry R.	Wellington	421
Stafford, Fred	Wellington	421
619. Costar, Walter R.	Auckland	420
620. Bain, Ida W.	Hawke's Bay	419
Forbes, Jeannie	Otago	419
Glen, Archibald J.	Grey	419
Hosking, Marjorie M. P.	Auckland	419
Hutton, Bruce	Auckland	419
Reading, Harold G.	Wellington	419
Worker, Rupert V.	Auckland	419
627. Brabant, Gladys L.	Taranaki	417
Ellis, Sydney R.	Wellington	417
629. Buick, Margaret A. W.	Otago	416
Elliott, Allan C.	Wellington	416
Hobman, Beatrice	Hawke's Bay	416
Waters, Barbara A. A.	Wellington	416
633. Buchanan, May E.	Hawke's Bay	415
Clark, Sibyl	Wanganui	415
Hooker, George B.	Taranaki	415
Hughes, Olive	North Canterbury	415
Scott, Leslie G.	Otago	415
Stone, Cyril E.	Auckland	415
639. Cook, Alma A.	South Canterbury	414
Thompson, Francis H.	North Canterbury	414
641. Daldy, Sarah M.	Auckland	413
Gray, Avondale D.	Taranaki	413
Miller, Ernest J.	Auckland	413
644. Farrell, Raymond L.	Auckland	412
Guiney, Charles E.	North Canterbury	412
McDonald, Ernest	Wellington	412
McGregor, Helen	Wellington	412
McIldowie, Donald H.	Hawke's Bay	412
649. Hughes, Horace G.	North Canterbury	411
650. Campbell, Albert R.	Auckland	410

I. CANDIDATES THAT HAVE PASSED THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION (ARRANGED IN ORDER OF MERIT)—*continued*.

No. and Candidate.	Education District.	Marks.	No. and Candidate.	Education District.	Marks.
Hamilton, Muriel L.	Wanganui	410	Chappell, Richard W.	Wellington	406
Jorgensen, Dorothy C. M.	Wellington	410	Freeth, Hugo P. N.	Wanganui	406
653. Bliss, Ethel V.	North Canterbury	409	James, Rosalie	Taranaki	406
Needham, Margaret E.	Wanganui	409	Shirley, Rupert W.	Hawke's Bay	406
Turner, William H. A.	North Canterbury	409	Williams, Eric L.	Auckland	406
656. Beer, Florence A. L.	Southland	408	672. Patten, Seager A.	Auckland	405
Burns, Thomas C. G.	Hawke's Bay	408	Turvey, Dorothy G.	North Canterbury	405
Hickson, Arnold G.	Hawke's Bay	408	White, Martin B.	Auckland	405
Knapp, Russell H.	Nelson	408	675. Chisholm, Ivy S.	Nelson	404
Watson, Leslie O.	Marlborough	408	Ivil, William G.	Auckland	404
661. Harper, Ellen M.	Wanganui	407	Norton, Olive E.	South Canterbury	404
McKibbin, Mary J.	Southland	407	678. Grimshaw, Helen G.	Auckland	403
Stout, Raymond H.	Wanganui	407	679. Mehaffey, Mildred	Southland	401
Woodward, Madge E.	Hawke's Bay	407	Searell, Thomas A.	North Canterbury	401
665. Adams, Herbert W.	Wellington	406	681. De Ath, Lucinda C.	Wanganui	400
Allen, James	North Canterbury	406	Mortleman, Mary I.	Hawke's Bay	400

II. CANDIDATES THAT HAVE SATISFIED THE EXAMINATION REQUIREMENTS FOR JUNIOR FREE PLACES, EITHER AT THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION OR AT THE SPECIAL EXAMINATION FOR JUNIOR FREE PLACES (ARRANGED IN ALPHABETICAL ORDER).

Candidate.	Education District.
Adams, Ernest C.	Auckland.
Adams, Herbert W.	Wellington.
Adams, Rolf	Auckland.
Adamson, Norman J.	Southland.
Adlam, Ronald C.	Taranaki.
Aickin, Francis W.	Wellington.
Aitken, Alexander C.	Otago.
Alderman, Arthur	Hawke's Bay.
Aldridge, Vera L.	North Canterbury.
Allan, Ivy B.	Nelson.
Allardyce, Ivan D.	North Canterbury.
Allen, Eleanor E.	Wellington.
Allen, Ivan M.	Auckland.
Allen, James	North Canterbury.
Allen, Natalie C. B.	Wellington.
Ambrose, Thomas A.	North Canterbury.
Anderson, Colin C.	Hawke's Bay.
Anderson, George H.	Hawke's Bay.
Anderson, Iris A.	Auckland.
Anderson, Marie M.	Southland.
Anderson, Phyllis	Auckland.
Anderson, Renata V.	Otago.
Andrew, Elsie F.	Wanganui.
Astley, Eric H.	Auckland.
Atmore, Charles F.	Otago.
Auton, Robert	North Canterbury.
Avery, Hubert J.	Marlborough.
Bagley, Helen V. W.	Otago.
Bailey, Albert L.	Hawke's Bay.
Bailey, Raymond H.	Hawke's Bay.
Bain, Ida W.	Hawke's Bay.
Bain, Mary H.	Southland.
Baldwin, Ilma M.	Hawke's Bay.
Balfour, Norman B.	Hawke's Bay.
Ball, Elsie P.	Auckland.
Bamfield, Owen W.	Otago.
Barber, William I.	Auckland.
Barclay, Mary F.	Auckland.
Barlow, Albert E.	Southland.
Barrowclough, Harold E.	Wanganui.
Barton, Gerald A. A.	Wanganui.
Bary, Leonard J.	Marlborough.
Bastion, Ernest H.	Otago.
Bater, Norman R.	Auckland.
Bates, Doris	Wellington.
Bathgate, David A.	Otago.
Battersby, Bessie	Auckland.
Bayliss, John R.	Auckland.
Bayly, Albert R.	Taranaki.
Beamish, Richard	Auckland.
Beer, Florence A. L.	Southland.
Beetham, Stanley De Velle	Auckland.
Belcher, Alan St. Clair	Auckland.
Bell, Bernard	Wellington.
Bell, Alexander	Otago.
Bell, Cecil R.	Otago.
Bell, John G.	Nelson.
Bennet, Charles L.	Southland.
Bennett, Clarence	Taranaki.
Bennett, Edith M.	South Canterbury.
Bennett, Nellie	Wanganui
Bennett, Sidney G.	Auckland
Benton, Cora C.	Hawke's Bay.
Berry, Patrick T.	Auckland
Best, Charles C.	Auckland.
Bethell, John G.	Auckland.
Bilderbeck, George	Wellington.
Bingham, Ivy M.	Hawke's Bay.
Bird, Rata A. M.	North Canterbury.
Bishop, Thomas A.	Auckland.
Black, Adam A.	North Canterbury.
Black, Everilda B.	Wellington.
Black, Winnifred J.	South Canterbury.
Blackie, Margaret P.	Otago.
Blackman, Hugh S.	Auckland.
Blanchett, Roy	Taranaki.
Bliss, Ethel V.	North Canterbury.
Blomfield, Norman E.	Auckland.
Blundell, Francis C.	Auckland.
Bollinger, Marjorie J.	Taranaki.
Bond, Percy J.	Auckland.
Bongard, James R.	Auckland.
Bonthron, Escott	Southland.
Borer, Oscar	Wellington.
Borrows, Andrew L.	North Canterbury.
Bosselmann, Vernon C.	Nelson.
Boswell, Arthur	Auckland.
Bowring, William A.	Auckland.
Brabant, Gladys L.	Taranaki.
Bradfield, William L.	Wanganui.
Bradshaw, Gerald B.	South Canterbury.
Brass, Agnes G.	Southland.
Bree, Helier O.	Auckland.
Bremner, Daniel E.	Auckland.
Brenan, Errol L.	Auckland.
Brent, Charles A.	Otago.
Brewer, Owen T.	Hawke's Bay.
Briasco, Joseph D. A.	Hawke's Bay.
Briggs, Victoria	Auckland.
Brown, George K.	Wellington.
Brown, John L.	Auckland.
Brown, Kathleen M.	Nelson.
Brown, Lillian E.	Wellington.
Brown, Mary I. E.	Southland.
Browne, Vere R.	Auckland.
Bruce, Marion S.	Wanganui.
Buchanan, May E.	Hawke's Bay.
Buchanan, Ruby E.	North Canterbury.
Budd, Arthur E.	Auckland
Buick, Margaret A. W.	Otago.
Bunting, Wilfred J.	North Canterbury.
Burns, Thomas C. G.	Hawke's Bay
Burton, Athelstan R.	Auckland.
Butler, Fenton	Wellington.
Butler, James	North Canterbury.
Butterfield, Alice M. B.	Hawke's Bay.
Buxton, Allan B.	Wellington.
Caldwell, Cyril L.	Otago.
Cameron, Clive R.	Otago.
Campbell, Albert R.	Auckland.
Campbell, Archibald	Hawke's Bay.
Campbell, Dallas B.	Auckland.
Campbell, Gladys O.	Auckland.
Campbell, Josephine	Auckland.
Campbell, Norma	Auckland.
Caradus, Charles	Auckland.
Carden, Selwyn R.	Auckland.
Carson, James D.	Otago.
Carson, Norman W.	Auckland.
Carter, Oscar W.	Auckland.
Casey, John	South Canterbury.
Challis, Eva	Otago.
Chalmers, Vera M.	Wellington.
Champtaloup, Edward R.	Auckland.

II. CANDIDATES THAT HAVE SATISFIED THE EXAMINATION REQUIREMENTS FOR JUNIOR FREE PLACES, EITHER AT THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION OR AT THE SPECIAL EXAMINATION FOR JUNIOR FREE PLACES (ARRANGED IN ALPHABETICAL ORDER)—*continued*.

Candidate.	Education District.
Chapman, Nellie K.	Hawke's Bay.
Chapman, William L.	Wellington.
Chappell, Richard W.	Wellington.
Chatwin, Lothair A.	Wanganui.
Chisholm, Amy	Wellington.
Chisholm, Ivy S.	Nelson.
Chrisp, Eric T.	Hawke's Bay.
Christie, Robert L.	Southland.
Church, Myrtle B.	Hawke's Bay.
Clapham, Herbert N.	Wellington.
Clark, Henry G.	Auckland.
Clark, Lily	Otago.
Clark, Sibyl	Wanganui.
Clarke, Kathleen M.	Auckland.
Clemow, Annie L.	Taranaki.
Coates, Eric A.	North Canterbury.
Cole, Mary W.	Auckland.
Colebourne, Arthur J.	Auckland
Coleman, Annie C.	Taranaki.
Collins, Fred A.	Otago.
Collins, Lawrence E.	Auckland.
Collins, Roland G.	Auckland.
Conyngham, Rebecca W.	Auckland.
Cook, Alma A.	South Canterbury.
Cooper, Charles	Otago.
Cooper, Ernest B.	South Canterbury.
Cooper, May E.	Hawke's Bay.
Cooper, Robert	Auckland.
Cooper, Ronald W.	North Canterbury.
Copland, Douglas B.	South Canterbury.
Coppock, Robert R.	Wellington.
Corkran, Alma	Auckland.
Cornwall, Catherine	Nelson.
Corrigan, Dorothy A.	Wanganui.
Costar, Walter R.	Auckland.
Couling, Gordon R.	Southland.
Couper, Claude E.	Hawke's Bay.
Coward, Adelina M.	Marlborough.
Craig, Andrew J.	Wellington.
Craig, Leopold G.	Auckland.
Crawford, Norman	South Canterbury.
Crawford, William	Otago.
Creagh, Terence E.	Otago.
Cuddie, James R.	Wellington.
Cumming, Hilda	Hawke's Bay.
Cunningham, Gladys	Nelson.
Daldy, Sarah M.	Auckland.
Dall, George B.	Wellington.
Dall, Hilda G.	Southland.
Darby, Annie E. M.	Auckland.
Davey, John	Hawke's Bay.
Davidson, William J.	Otago.
Davies, Roy J. M.	Auckland.
Day, Cyril V.	Wanganui.
De Ath, Lucinda C.	Wanganui.
Dent, Annie	Auckland.
Dickinson, John S.	Auckland.
Dickson, David A.	Auckland.
Dixon, Doris M.	Hawke's Bay.
Dixon, Hildegarde	Hawke's Bay.
Douglas, John E.	Hawke's Bay.
Dowling, Richard E.	Taranaki.
Doyle, Annie M.	Hawke's Bay.
Drake, Nina M.	Wellington.
Drummond, Leslie A.	Hawke's Bay.
Drysdale, William J.	Hawke's Bay.
Duckworth, Reginald	Otago.
Dufaur, Frederick W.	Auckland.
Duff, Edna L.	Wellington.
Dumbleton, Douglas	Taranaki.
Duncan, Alfred W.	Wellington.
Duston, Henry McK.	Southland.
Eames, Joseph F.	North Canterbury.
Earle, Ivy D.	Auckland.
Easton, Joanna M.	Auckland.
Eaves, Beatrice E.	Auckland.
Edginton, Ivy S.	Southland.
Eichbaum, Mildred C. G.	South Canterbury.
Elliott, Allan C.	Wellington.
Elliott, Harold E.	Auckland.
Ellis, Annie D. H.	Otago.
Ellis, Sydney R.	Wellington.
Eudey, Walter R. S.	Otago.
Ensoll, John R.	Auckland.
Evans, Eurfryn	Wellington.
Evans, Martha A.	Wanganui.
Everton, Brian L.	Wellington.
Ewart, Harold M.	Wellington.
Fairbrother, Freda N.	Wanganui.
Fairbrother, Horace T.	Wellington.
Fairmaid, Robert L.	Otago.
Fanzelow, Netta M.	Nelson.
Farnie, Winifred C.	South Canterbury.
Farquhar, Harry R.	Wellington.
Farrell, Florence	North Canterbury.
Farrell, Raymond L.	Auckland.
Ferguson, John S.	Southland.
Ferner, Raymond F. H.	Auckland.
Filleul, Reginald P.	Auckland.
Findlay, Ivan H.	Southland.
Finnis, Muriel A.	Hawke's Bay.
Fisher, Earnest E.	Southland.
Fisher, John W.	Otago.
Fitzgerald, Robert S. J.	Otago.
Fleming, Aenid M. M.	Otago.
Fletcher, Irene G.	Auckland.
Fletcher, Violet	Auckland
Foden, Norman A.	Wanganui.
Forbes, Jeannie	Otago.
Ford, Flora M.	Hawke's Bay
Forgie, Malcolm B.	Auckland.
Forrest, Grace I.	Auckland.
Fowlds, William F.	Auckland.
Fowler, Arthur	Auckland.
Fowler, Thomas E.	South Canterbury
Fowler, William C.	Wanganui.
Francis, Robert S. R.	North Canterbury.
Fraser, Charles S. F.	Otago.
Freeth, Hugo P. N.	Wanganui.
Frew, David A.	Southland.
Fuller, Gwendoline A	Wellington.
Fulton, Eric B.	Otago.
Furniss, Ethel W.	Hawke's Bay.
Gamby, Violet G.	Hawke's Bay.
Gatland, Howard C.	Auckland.
Gaze, Doris K.	Auckland.
Gebbie, Norman W. T.	Hawke's Bay.
Geddes, John H. Z.	Nelson.
Geddes, William	Auckland.
Gernhoefer, Amy M.	Taranaki.
Gibbs, Ernest J.	North Canterbury.
Gibson, Sydney E.	Taranaki.
Gillanders, Ethel	Otago.
Glasgow, John M.	Wanganui.
Glasson, Robert W.	Auckland.
Glen, Archibald J.	Grey.
Goddard, Vaughan H	Hawke's Bay.
Golding, Rosa E.	Auckland.
Goldsman, Annie C.	South Canterbury.
Goldsman, Mary E.	South Canterbury.
Goodall, Frank R.	Auckland.
Gordon, Lena A.	Auckland.
Gore, Mary E.	Hawke's Bay.
Gorman, Antoinette	Auckland.
Gouk, Constance M.	Auckland.
Goulding, Tom A.	Hawke's Bay.
Gow, Ian B.	Auckland.
Gow, Reginald R.	Auckland.
Grace, Ethel J.	Marlborough.
Grace, Margaret M.	Nelson.
Graham, Arnold J.	Wellington.
Graham, Emma Z.	Auckland.
Grant, Andrew N.	Auckland.
Grant, Thomas A. B.	North Canterbury.
Grant, William H.	Hawke's Bay.
Gray, Avondale D.	Taranaki.
Gray, James L.	Otago.
Gray, Nellie	Hawke's Bay.
Greatbatch, Elsie B.	Wellington.
Green, Alexandrina E.	Wellington.
Green, Alice	Hawke's Bay.
Green, Edwin S.	Otago.
Green, Eleanor E.	Auckland.
Greenaway, Alfred M.	Hawke's Bay.
Greville, Reginald H.	Wellington.
Grice, Lionel J.	Auckland.
Griffith, Geoffrey L.	Auckland.
Grimshaw, Helen G.	Auckland.
Grocott, Magdalene M.	Wellington.
Grosvenor, Bower	Hawke's Bay.
Grout, Henry C.	Hawke's Bay.
Gudsell, Leslie M.	North Canterbury.
Guiney, Charles E.	North Canterbury.
Gunman, Ebba D.	Auckland.
Gunn, Helen C. W.	North Canterbury.
Gurnsey, Frederick W.	North Canterbury.
Guy, Roland W.	Wanganui.
Gwynne, Richard	Auckland.

II. CANDIDATES THAT HAVE SATISFIED THE EXAMINATION REQUIREMENTS FOR JUNIOR FREE PLACES, EITHER AT THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION OR AT THE SPECIAL EXAMINATION FOR JUNIOR FREE PLACES (ARRANGED IN ALPHABETICAL ORDER)—*continued*.

Candidate.	Education District.
Hagan, Bernard J.	Wellington.
Hagen, Norah M.	Nelson.
Haigh, Kate	Wellington.
Hall, Ada W.	North Canterbury.
Hall, Helen M.	Taranaki.
Hall, Mervyn T. B.	Hawke's Bay.
Hamel, Irene U.	Otago.
Hames, Clarice E.	Auckland.
Hamilton, Douglas S.	Southland.
Hamilton, Muriel L.	Wanganui.
Hammond, Hubert M.	Auckland.
Hammond, Rita Annie	Auckland.
Handyside, George	Southland.
Hanlon, Margaret K.	Auckland.
Hannam, Helen M.	Westland.
Hansen, Ingeborg M.	Hawke's Bay.
Harding, Ernest A.	Auckland.
Hargreaves, William F.	Otago.
Harper, Edgar G.	Auckland.
Harper, Ellen M.	Wanganui.
Harper, William S. B.	Auckland.
Harris, William J.	Auckland.
Harrison, Fred	Otago.
Hart, Frank O.	Wellington.
Hart, James C.	Taranaki.
Harwood, William G.	Wanganui.
Hattersley, Elvie	Auckland.
Hawke, Archibald J.	Southland.
Hawkins, Amelie C.	Hawke's Bay.
Hay, Nettie I.	Otago.
Hayman, Benjamin F.	South Canterbury.
Heath, Philip C.	Auckland.
Henderson, Percy B.	Auckland.
Henderson, Veda	Otago.
Heron, Albert J. G.	Wellington.
Hewat, Alexander S.	Southland.
Hewat, Margaret F.	Wellington.
Hicks, Catherine M.	Auckland.
Hickson, Arnold G.	Hawke's Bay.
Hilliard, Madeline	Marlborough.
Hird, Alice C.	Hawke's Bay.
Hobman, Beatrice	Hawke's Bay.
Hodgson, Inez R. M.	Marlborough.
Hogg, Harold G.	Hawke's Bay.
Holden, Vernon W.	Auckland.
Holdgate, Amy A.	South Canterbury.
Holmes, Reta M.	North Canterbury.
Holmes, Walter A.	Wellington.
Hooker, George B.	Taranaki.
Hookey, William E.	Hawke's Bay.
Hookings, William R. J.	Hawke's Bay.
Hooper, John P.	Wellington.
Hopkirk, Cyril S. M.	Wellington.
Hornblow, Reginald R.	Wellington.
Horner, Algeon H.	Otago.
Horwell, Walter W.	South Canterbury.
Hosking, Marjorie M. P.	Auckland.
Hotop, Wilbert L.	Otago.
Houghton, Eva M.	Auckland.
Howie, Alfred J. D.	Auckland.
Hoy, Agnes	Otago.
Hudson, Athol	Otago.
Hughes, Horace G.	North Canterbury.
Hughes, Olive	North Canterbury.
Hughes, William H. S.	Westland.
Hunkin, Jane G.	Auckland.
Hutchinson, Mary L.	Wanganui.
Hutson, Errol C.	Auckland.
Hutton, Bruce	Auckland.
Hynes, Mary	Southland.
Inder, Mabel A.	Southland.
Innes, Francis M.	Hawke's Bay.
Ireland, Leonard	Otago.
Isbister, Cyril G.	Auckland.
Israel, Pearl A.	Hawke's Bay.
Iverach, John A. D.	South Canterbury.
Ivil, William G.	Auckland.
Ivory, William	Wellington.
James, Rosalie	Taranaki.
Jameson, John K.	Southland.
Jenson, William A.	Wellington.
Johns, Walter D.	Wanganui.
Johnson, Mabel R.	Wellington.
Johnson, Valeria	Auckland.
Johnstone, Archie M.	North Canterbury.
Jones, Ballance E.	Wanganui.
Jones, Lina	Southland.
Jones, William F. S.	South Canterbury.
Jorgensen, Dorothy C. M.	Wellington.
Jory, Norman A.	Auckland.
Junker, Fritzena E. D.	Nelson.
Jury, Stanley D.	Taranaki.
Jull, Phyllis L.	Hawke's Bay.
Keddell, Rubina M.	Grey.
Keeble, William	Wellington.
Kellaway, Albert	Wellington.
Kellett, David L.	Otago.
Kemp, Herbert G.	Wellington.
Kempthorne, Constance E.	Nelson.
Kemshed, Donald S. M.	Otago.
Kent, Dorothy G. R.	Otago.
Keymer, George E.	Auckland.
Kimbell, Frederic L.	Taranaki.
King, James M.	Southland.
King, Linda L.	Wellington.
King, Wilford B.	Hawke's Bay.
Kinloch, Richard E. D.	Auckland.
Kirby, Alfred H.	Wellington.
Keenner, Lily M.	Taranaki.
Knapp, Russell H.	Nelson.
Knight, Cecilia G.	Westland.
Laing, Kenneth H.	Auckland.
Laing, Margaret S.	Hawke's Bay.
Lambert, Lily	Hawke's Bay.
Lang, Ferdinand W.	Auckland.
Langbein, Charles H.	Nelson.
Lascelles, William R.	North Canterbury.
Latimer, Constance M.	Auckland.
Lawford, Florence A.	Auckland.
Lawry, Wilford M.	North Canterbury.
Leamy, Agnes W.	Westland.
Lee, Evelyn K.	Auckland.
Lee, Millicent I.	Hawke's Bay.
Lepine, Zana I.	Otago.
Le Roy, Annie M.	Auckland.
Lidgard, Roy	Auckland.
Lissington, Frank R. C.	Wellington.
Little, Leonard L.	Southland.
Livingston, Charles A.	Otago.
Lockie, William	Hawke's Bay.
Logan, William M.	Otago.
London, Raymond P.	Wanganui.
Low, David C.	Wanganui.
Low, Edna L.	Nelson.
Mabin, Constance S. R.	Wellington.
Macalister, Alan B.	Southland.
McAllister, Ila F.	Hawke's Bay.
McBride, William	Southland.
McCashin, Alice F	Hawke's Bay.
McCaw, Peter R.	Wellington.
McClelland, Gladys M.	Hawke's Bay.
McClure, David D.	Wellington.
McClurg, Doris I.	North Canterbury.
McClymont, William D.	Southland.
McConnell, Edward J.	Auckland.
McCormick, Horace	Hawke's Bay.
McCormick, William R.	Auckland.
McCowan, Eileen	Auckland.
McCulloch, Thomas	Otago.
MacDonald, Elizabeth	Hawke's Bay.
McDonald, Ernest	Wellington.
McDonald, Gordon F.	Otago.
McDonald, Murdock A.	Auckland.
McDougall, Sydney G.	Otago.
Mace, Emily F.	Taranaki.
Mace, Leslie B.	Taranaki.
McGregor, Alan G.	Auckland.
McGregor, Georgina	Auckland.
McGregor, Helen	Wellington.
Macgregor, Rob Roy	Southland.
McIldowie, Donald H.	Hawke's Bay.
Mack, Florence G.	Auckland.
Mackay, Cyril A.	Auckland.
Mackay, Isabella C.	Southland.
McKeay, William J.	Otago.
McKenzie, Christina Y.	Wellington.
McKenzie, Edith E.	Auckland.
McKenzie, Rupert W.	Auckland.
McKibbin, Mary J.	Southland.
McKinnon, Albert J.	Auckland.
McKinnon, Ian G.	Hawke's Bay.
McLaren, Alexander	Otago.
McLennan, Elizabeth	Otago.
Maclennan, Norman M.	Otago.
McLeod, Barbara R.	Auckland.
McLeod, Mary M.	Auckland.
McLernon, Walter N.	Hawke's Bay.
McMullin, Margaret L.	Otago.

II. CANDIDATES THAT HAVE SATISFIED THE EXAMINATION REQUIREMENTS FOR JUNIOR FREE PLACES, EITHER AT THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION OR AT THE SPECIAL EXAMINATION FOR JUNIOR FREE PLACES (ARRANGED IN ALPHABETICAL ORDER)—*continued*.

Candidate.	Education District.
McMurtrie, Alexander C.	Auckland.
McNabb, Ethel M.	Nelson.
McNaughton, Rena V. E.	Wellington.
McNiven, Cecil	Wanganui.
McPhail, Laura R.	Auckland.
Magnusson, Eric R.	Hawke's Bay.
Mail, Laurence C.	Taranaki.
Mainland, Dorothy J. M.	Wellington.
Malcolm, Alexander	Otago.
Mangham, Kathleen A.	Auckland.
Mann, Edgar	North Canterbury.
Marsack, Cyril W. T.	Auckland.
Marshall, Joseph T.	Auckland.
Marshall, Leonard H.	Otago.
Marshall, Thomas C.	Otago.
Martin, Eleanor	Otago.
Martin, Mary	Otago.
Mason, Ronald G.	Auckland.
Masters, Frederick H.	Taranaki.
Marwick, Albert E. V.	Auckland.
Matheson, Annie D.	Wellington.
Matheson, Clara R.	Otago.
Matheson, Dorothy	Otago.
Mauger, Ernest	South Canterbury.
May, Mabel L.	Wellington.
Mayall, Abigail	Auckland.
Maxwell, Dorothy	North Canterbury.
Mehaffey, Mildred	Southland.
Mellor, Alice D.	Wanganui.
Milburn, Olive W.	Hawke's Bay.
Millard, Walter G. W.	Southland.
Miller, Ernest J.	Auckland.
Miller, John C.	Wellington.
Milne, Alexander C. H.	Wanganui.
Molesworth, Cyril D. N.	Auckland.
Monaghan, Marjorie W.	Wellington.
Moor, Winfred A.	North Canterbury.
Moore, Amy E.	North Canterbury.
Moore, Cleveland J. F.	Westland.
Moore, Florence K.	Nelson.
Moore, Matthew J.	Auckland.
Morgan, Annie H.	Otago.
Morgan, Eric	Hawke's Bay.
Morris, James W.	Nelson.
Morris, William H.	Nelson.
Morrow, William J. T.	Otago.
Mortleman, Mary I.	Hawke's Bay.
Moss, Doreen H.	Otago.
Moyle, Muriel	South Canterbury.
Mullan, Margaret	Wellington.
Mulloy, William	Taranaki.
Munro, Hilda B.	Wellington.
Naughton, Harry L.	Wellington.
Natusch, Guy P.	Wellington.
Needham, Margaret E.	Wanganui.
Nicholson, Victor	Otago.
Nicol, Gordon D.	Auckland.
Nicol, Robert K.	Wellington.
Nilsson, Lottie E. R.	Auckland.
Norman, George	Nelson.
Norton, Olive E.	South Canterbury.
Nutsford, Vera L.	Auckland.
O'Connor, Michael B.	South Canterbury.
O'Donnell, Mary A.	North Canterbury.
O'Farrell, Muriel E.	North Canterbury.
O'Leary, Eileen G.	Auckland.
O'Leary, William R.	Wellington.
Orsborn, William E.	Wellington.
Owens, Marion	Auckland.
Oxenham, Esther	Hawke's Bay.
Page, Roy H.	Auckland.
Paine, Meda	Otago.
Palmer, Charles A. P.	Wanganui.
Pardington, Annie	Auckland.
Park, Ronald S.	Otago.
Parker, Spencer T.	Hawke's Bay.
Patten, Seagar A.	Auckland.
Paykel, Ethel	Auckland.
Peake, Frank R.	Auckland.
Pearson, Kathleen V. M.	Auckland.
Peel, Minnie A. F.	Auckland.
Phelan, Elsie M.	Auckland.
Philips, Kate M.	Auckland.
Phillips, Evelyn E.	Auckland.
Phillips, Sydney G. C.	South Canterbury.
Phillipps, Thomas G.	Otago.
Philpott, Ellen T.	Southland.
Picken, Marion S.	Hawke's Bay.
Pigott, Mary Ann	Wanganui.
Pinfold, Basil H. B.	North Canterbury.
Pitkethley, Ida	Auckland.
Pointon, Lancelot R.	Wellington.
Pointon, Rupert R.	Wellington.
Poland, James J.	Auckland.
Ponsonby, Roy	Otago.
Porteous, Dorothy M.	Wanganui.
Potter, Leslie	Auckland.
Poulter, George J. S.	Grey.
Powell, Mabel H.	Hawke's Bay.
Powell, Wilfrid E.	Otago.
Pratt, Albert E.	Auckland.
Preston, D'Arcy H.	Wanganui.
Preston, Ivy M.	Wellington.
Price, Frank M.	Auckland.
Priest, Arthur F. L.	North Canterbury.
Priest, Donald M.	Hawke's Bay.
Procter, William A.	Auckland.
Pryne, Gertrude	Auckland.
Pulman, James A.	Auckland.
Purdy, Reginald J.	Auckland.
Quartermain, Leslie B.	North Canterbury.
Radcliffe, Alice M.	South Canterbury.
Ralls, Herbert G.	Auckland.
Rea, Rosina E.	Taranaki.
Reading, Harold G.	Wellington.
Reed, Nathaniel J.	Otago.
Rees, Ernest O. L.	Auckland.
Reid, Edric D.	North Canterbury.
Reid, John L.	Hawke's Bay.
Rennie, Douglas M.	North Canterbury.
Rhinesmith, Albert M.	Hawke's Bay.
Rich, Eric J.	Hawke's Bay.
Ridgway, Henry	Hawke's Bay.
Ritchie, George A.	Hawke's Bay.
Ritchie, John S.	Hawke's Bay.
Roach, Eric R.	Hawke's Bay.
Robertson, Fred	Wellington.
Roberton, John A.	Auckland.
Robins, Arthur	Auckland.
Robinson, Greta I.	Nelson.
Robson, William R.	Wellington.
Roscoe, Francis S.	North Canterbury.
Rose, Ernest L.	Auckland.
Rose, Gwendoline H. H.	Wellington.
Ross, Henry R.	Wellington.
Ross, William A.	South Canterbury.
Rosser, Kenneth J.	Auckland.
Roulston, Norman M.	Hawke's Bay.
Rowe, Elizabeth G.	Wanganui.
Rowe, Eric A.	North Canterbury.
Rowe, Myrtle J. S.	Auckland.
Rowllings, Edward T.	Auckland.
Rushbridge, Henry W.	North Canterbury.
Rushton, Erle V.	Wellington.
Russell, Douglas W.	North Canterbury.
Russell, Keith D.	Wellington.
Ryburn, Doris B.	Wanganui.
Ryburn, William M.	Wellington.
Salmond, George C.	Southland.
Salvander, Alfrida G.	Hawke's Bay.
Sanders, John R.	Otago.
Sanson, Henry S. M.	Wanganui.
Sarten, Pearl E.	Wanganui.
Sawers, James W.	Southland.
Saxon, Kathleen M. O. D.	Nelson.
Saxon, Kendall R. J. T.	Nelson.
Scarfe, Edward R. F.	Hawke's Bay.
Schoch, Bruce J.	Wellington.
Scott, Alberta	Wellington.
Scott, Leslie G.	Otago.
Scott, Madge	Auckland.
Scott, Marcellius J.	South Canterbury.
Scrimshaw, Harry N.	South Canterbury.
Searell, Thomas A.	North Canterbury.
Searle, Henry A.	Otago.
Sebley, Catherine M.	Hawke's Bay.
Seth-Smith, William N.	Otago.
Sexton, William J.	Auckland.
Shanahan, Kate	Auckland.
Sharp, Marjorie A.	Auckland.
Shaw, Hugh W.	Taranaki.
Shaw, Ida H.	Nelson.
Shaw, Kay E.	Wellington.
Shaw, Stanley E.	Taranaki.
Shea, Ellen	Otago.
Shearer, John O.	Auckland.
Sherlock, Fanny	Taranaki.
Shirley, Rupert W.	Hawke's Bay.

II. CANDIDATES THAT HAVE SATISFIED THE EXAMINATION REQUIREMENTS FOR JUNIOR FREE PLACES, EITHER AT THE JUNIOR NATIONAL SCHOLARSHIP EXAMINATION OR AT THE SPECIAL EXAMINATION FOR JUNIOR FREE PLACES (ARRANGED IN ALPHABETICAL ORDER)—*continued*.

Candidate.	Education District.	Candidate.	Education District.
Shoemark, Howard W. G.	Taranaki.	Vernon, William S.	Wanganui.
Sievers, Nicholas W.	Wellington.	Vial, George E.	Southland.
Simcock, Russell A.	Auckland.	Vial, Grahame G.	Wellington.
Simmonds, Alice E. T.	Southland.	Vickers, Mary J.	Otago.
Simpson, Gertrude H.	Auckland.	Vyner, Madeline B.	Southland.
Simpson, Dorothy Mabel H.	Auckland.	Wakelin, Henry E.	Wanganui.
Simson, Sydney	Hawke's Bay.	Walker, Carl R.	Auckland.
Sinclair, Emma M.	Southland.	Walker, Hilda	North Canterbury.
Skellern, Sidney E.	Auckland.	Walker, Mervyn R.	Otago.
Skinner, Ralph W.	North Canterbury.	Wall, Marjorie	Wellington.
Slater, George G.	Otago.	Wallace, Edith E.	Otago.
Small, Harold	Auckland.	Wallace, Isabella E.	Westland.
Smith, Albert D.	South Canterbury.	Wallace, Lachlan C.	Auckland.
Smith, Edith M.	Wellington.	Wallace, Norman	Hawke's Bay.
Smith, Eric S.	Otago.	Wallach, Elma I. W.	Taranaki.
Smith, Donald V. G.	Wellington.	Ward, Garner W.	Wellington.
Smith, Henry S.	Otago.	Wardrop, Colin A.	Otago.
Smith, Ida R.	Wellington.	Warren, Lewis A.	Taranaki.
Smith, Ivy H.	North Canterbury.	Warrington, W.	Otago.
Smith, Laurence E.	Taranaki.	Washer, Harold A.	Auckland.
Smith, Marjorie E. O.	Nelson.	Waters, Barbara A. A.	Wellington.
Smith, Nora Cullanane	Auckland.	Watkin, Cyril B.	Auckland.
Smith, Samuel R. W.	South Canterbury.	Watson, Ellen E.	Otago.
Smith, William	Auckland.	Watson, Henry A.	Wellington.
Smythe, Gladys M.	Wanganui.	Watson, Leslie O.	Marlborough.
Speer, Norman M.	Auckland.	Wattie, Angus J.	Nelson.
Spence, Ellen G.	Wanganui.	Webb, Ella D.	Nelson.
Stack, Thomas J.	South Canterbury.	Wells, William S.	Auckland.
Stafford, Fred	Wellington.	West, Ludolph E. W.	Wanganui.
Stemp, Olive C.	Wanganui.	Wheeler, Myrtle C.	Auckland.
Steven, John P.	South Canterbury.	Whibley, John C.	Hawke's Bay.
Stevens, John R.	Southland.	White, Christine L.	Taranaki.
Stone, Cyril E.	Auckland.	White, Elsie	Auckland.
Stout, Raymond H.	Wanganui.	White, Martin B.	Auckland.
Strack, Karl J.	Wanganui.	White, Miriam S. E.	Auckland.
Stratford, Herbert S.	Marlborough.	Whitelaw, Alan C.	Auckland.
Stunell, Charles E.	Wellington.	Whitson, Thomas H.	Auckland.
Styles, Charles B.	Southland.	Whitwell, Rebecca L.	Nelson.
Sullivan, Margaret M.	North Canterbury.	Whyte, Harry	Hawke's Bay.
Sutherland, Olive R.	Wellington.	Whyte, Marion K. B.	Hawke's Bay.
Sweet, Charles J.	Auckland.	Whyte, Robert H.	South Canterbury.
Sweet, Robert L.	Wellington.	Wilkinson, Annie M.	North Canterbury.
Tait, Margaret J.	Southland.	Wilkinson, Jessie M.	Auckland.
Tattle, Arthur H.	Wellington.	Will, James L. A.	Otago.
Taylor, Archibald	Wanganui.	Williams, Alfred B.	Auckland.
Taylor, Francis H.	Hawke's Bay.	Williams, Eric L.	Auckland.
Taylor, Thomas L.	Hawke's Bay.	Williamson, Annie P.	Hawke's Bay.
Tennent, Robert	Grey.	Willis, Clarence A.	Wellington.
Thompson, Arthur L.	Wellington.	Willis, Stanley H.	Wellington.
Thompson, Francis H.	North Canterbury.	Willocks, Mary M.	Otago.
Thompson, John M.	Wanganui.	Wilson, Alice K.	Auckland.
Thompson, Roland D.	Nelson.	Wilson, Mary A.	Wellington.
Thomson, Georgina F.	South Canterbury.	Wilson, Mary F.	Hawke's Bay
Thomson, James	Auckland.	Wilson, Olivette M.	Auckland.
Thomson, John C.	Southland.	Wilton, Clifford H.	Wellington.
Thomson, Victor E. D.	Otago.	Wilton, Walter K.	Wanganui.
Thorburn, Charles S.	Auckland.	Winter, Ramsay M.	Auckland.
Thorp, John B.	Wanganui.	Wise, Victor J.	Wellington.
Tibbits, Beatrice A.	Auckland.	Wiseman, John A.	Hawke's Bay.
Tizard, Annie C.	Auckland.	Wolstenholme, Elfrida M.	Hawke's Bay.
Tizard, Percy G.	Otago.	Wood, Albert G.	Taranaki.
Tobin, Kathleen D. B.	Taranaki.	Wood, Coleen	Otago.
Tocker, Francis A.	Wellington.	Wood, Frank H.	Taranaki.
Todd, Kenneth R. N.	Auckland.	Woods, Alexander J.	Otago.
Tonkins, Herrick	Hawke's Bay.	Woods, Edith M.	Nelson.
Treadwell, James G.	Wanganui.	Woodward, Madge E.	Hawke's Bay.
Trigger, Doris K.	Taranaki.	Woodward, Warwick A.	Auckland.
Turnbull, Mary I.	Otago.	Worker, Rupert V.	Auckland.
Turner, Ernest W.	Auckland.	Worrall, Arawa G.	Auckland.
Turner, Frances B.	North Canterbury.	Worrall, Winifred M.	Auckland.
Turner, William H. A.	North Canterbury.	Worsley, Harold J.	Auckland.
Turvey, Dorothy G.	North Canterbury.	Worsley, William R.	Auckland.
Tweedie, Gordon L.	Southland.	Wratt, Nellie B.	Nelson.
Twentyman, Violet B.	North Canterbury.	Wright, Amy I.	Auckland.
Twyford, Frederic E.	North Canterbury.	Wright, Clifford H.	Auckland.
Urquhart, Fanny I.	Wellington.	Wright, Samuel W. C.	South Canterbury.
Valentine, James J.	South Canterbury.	Wyatt, Tom R.	Hawke's Bay.
Veale, Ethel G.	Auckland.	Wyllie, Irene K.	Taranaki.
Vercoe, Jessie E. A.	Nelson.	Yearbury, Dulcie M.	Auckland.
Vercoe, Philip W.	Auckland.	Young, Ella	Otago.
Verity, Arthur W. G.	South Canterbury.	Yule, Ella F.	Wellington.

CIVIL SERVICE JUNIOR EXAMINATION, 1907-8.

NAMES OF THE CANDIDATES THAT PASSED THE EXAMINATION (ARRANGED IN ORDER OF MERIT).

I. PASSED THE EXAMINATION WITH CREDIT.

	Candidate.	Examination Centre.
1.	Dempsey, Arthur William	Auckland.
2.	Prideaux, Francis William Harrison	Stratford.
3.	Watson, Frederick William	Christchurch.
4.	Thompson, Frederick Norman	Palmerston North.
5.	Condliffe, John Bell	Christchurch.
6.	Adlington, Hilda Jane	Auckland.
7.	Hopkirk, Susanna Margaret	Dannevirke.
8.	Casey, Ellen Christine	Napier.
9.	Watson, James Browning	Christchurch.
10.	Johnson, Dorothy Nellie	Dunedin.
11.	Grant, Ian Percy	New Plymouth.
12.	Satchell, Agnes Emily	Christchurch.
13.	Carroll, John Charles	Auckland.
14.	Barker, Lilian Catherine	Dunedin.
	Ryan, William Charles	Wellington.
16.	Thornton, Onslow Garth	Napier.
17.	Saxon, Gwendoline Minnie von Tunzelmann	Nelson.
18.	Wild, Philip	Invercargill.
19.	Packwood, Roland Harry	Christchurch.
20.	Steele, Robert Blackwood	Auckland.
21.	Paulsen, Norman Matthias	Dannevirke.
	Wilson, Robert Alexander	Auckland.
23.	Thompson, Louis Allwyn	Wanganui.
24.	Albertson, George William	Dunedin.
25.	Rochfort, Henry	Christchurch.
	Smart, John Sutherland	Dunedin.
27.	McConnell, Robert William	Wellington.
28.	Clarke, Mildred	Christchurch.
29.	Hunter, Mary Janet	Christchurch.
30.	May, Leslie	Thames.
31.	Norrie, John Henry Bainbridge	Christchurch.
32.	Gooch, Arthur Henry	Nelson.
33.	Anderson, Alexander Knox	Gore.
34.	Clarke, Ruby Alice	Christchurch.
35.	Maze, Norman	Timaru.
36.	Dempster, Norman Harrison	Dunedin.
37.	Prain, George Gordon	Dunedin.
	Rochford, James	Wellington.
39.	Johnson, Hector Charles	Wellington.
40.	Salmon, Cedric Whitby	Wellington.
41.	Cunningham, Herbert Adam	Dunedin.
	Hancox, George Gilbert	Timaru.
43.	Coombe, Frederick Charles	Auckland.
	Greatbatch, Edna Florence	Wellington.
	Haldane, Kathleen Florence	Nelson.
46.	Cullen, Alfred James	Wellington.
47.	Le Keong, Estelle	Dunedin.
48.	Lowe, George Grigg	Christchurch.
49.	McBeath, Gordon	Dunedin.
50.	Griffin, John Leslie	Nelson.
51.	Alloo, Arthur William	Dunedin.
52.	Bastings, Lyndon	Dunedin.
	Ryan, Patrick James	Wellington.
54.	Paton, Kenneth Edward Stafford	Oamaru.
55.	Pearce, Arthur Hambley	Whangarei.
56.	O'Connell, Leonard Jack	Nelson.
	von Keisenberg, Arthur Otto	Masterton.
	Wermoth, Ellen Elizabeth	Christchurch
59.	Mills, John Edmund	Wellington.
60.	McCabe, Bernard Charles Alton	Nelson.
61.	Curtis, Gladys Gwendoline	Auckland.
	Hoare, George Harry	Christchurch.
	Holmes, Gladys Marguerite	Dunedin.
64.	Barnicoat, Marjorie Agnes	Palmerston North.
65.	Dobbs, John Henry Lawrie	Auckland.
66.	Suckling, Clement Arthur	Christchurch.
67.	Westerman, Victor Leonard	Christchurch.
68.	Inder, Eric Wyles	Palmerston North.
69.	Napier, David George	Christchurch.
70.	Beaumont, George	Dunedin.
	Clifford, Maud Mary	Nelson.
72.	Bagnall, Alice Mabel Gladys	Auckland.
73.	Chrystal, Andrew	Invercargill.
	Duggan, John	Wellington.
	Scott, John Alexander	Auckland.
76.	Rigg, Albert Bell	Masterton.
77.	Waugh, William Norseman	Auckland.
78.	Sandel, Elsa	Nelson.
79.	Ellis, William Henry	Wellington.
80.	Luke, Gabriel Mason	Dunedin.
81.	Adams, Cedric Gilbert	Auckland.
	Grey, Eva Ellen	Dunedin.
83.	Haigh, Frank Gordon	Dunedin.
84.	Paton, Herbert Stuart	Invercargill.
85.	Bollinger, Alice Winifred	New Plymouth.
86.	Kelly, Roy Douglas	Whangarei.
87.	Williams, Margaret Mary	Hokitika.
88.	Smith, Cecil McLean	Dunedin.
89.	Grigg, Matthew Henderson	Auckland.
90.	Boddington, Albert Oliver Douglas	Dunedin.
91.	Spain, Eric Fabian	Dunedin.
92.	Twentyman, John Delabere	Christchurch.
93.	Judd, Leslie Ernest	Rangiora.
94.	Maxwell, Mary	Christchurch.
	Pearce, Myrtle	Christchurch.
96.	Cooke, Elaine Mildred	Auckland.
97.	Gowdy, Vyvienne	Gore.
98.	Botting, Robert William Stanley	Dunedin.
99.	Pirrit, George	Auckland.
100.	Bertrand, George Frederick	Napier.
101.	Adams, Eileen Hilda	Nelson.
102.	Jackson, Thomas Arthur	Auckland.
103.	Brusewitz, Ellenore Louise Daga	Nelson.
	McLean, Elizabeth Margaret Roy	Auckland.
	O'Rielly, Francis John	Wellington.
106.	Bell, Leslie George	Nelson.
107.	Foster, Henry Vincent	Christchurch.
	Moore, Annie Beatrice	Auckland.
	Taylor, Lionel George	Lawrence.
110.	Hunter, James	Dunedin.
111.	Faire, Arthur Silvesta	Palmerston North.
	Gillman, Evelyn Edith	Auckland.
	Kingsbeer, Wallace Victor	Palmerston North.
114.	Hogan, Kieran John	Hokitika.
115.	Mahony, Mabel Annie	Wanganui.
116.	Knox, Reginald Victor Albert	Auckland.
	Loftus, Mabel Una	Wanganui.
118.	Jones, Major Howard Rauru	Ashburton.
	Thompson, Eric Dudley	Christchurch.
120.	Barton, Lucy Frances Kinder	Hamilton.
121.	Broadley, Clara Annie	Christchurch.
	Evans, Owen Glendower Neil	Napier.
123.	Langbein, Elizabeth Edna	Nelson.
124.	Boyes, Edmond Ernest Cave	Nelson.
125.	Webster, Trentham Charles	Auckland.
126.	Lawry, Walter Lionel	Napier.
	Lenihan, Charles Joseph	Hokitika.
128.	Elder, Arthur Randall	Oamaru.
129.	Hancock, Arthur Newland	Wellington.
130.	McKinnon, Margaret Jane Weir	Whangarei.
131.	Foster, Laurence Dallington	Wellington.
	Monaghan, Charles Edward	Wellington.
133.	Robertson, Albert William	Nelson.
134.	Bird, John Woodward	Timaru.
135.	McElwain, Myrtle	Auckland.
	Stevenson, Elsie Miriam	Christchurch.
137.	Clulee, Marion Henderson	Dunedin.
	Orbell, Ivan Douglas Scott	Oamaru.
139.	Pollen, Arthur Hugh	Wellington.
140.	Coombe, Gilbert Walpole	Nelson.
	Jordan, Gladys Nellie	Nelson.
142.	Marsden, Joseph Stanley	Wellington.
143.	Ward, Richard Froude	Auckland.
144.	Christie, Jane Black	Hamilton.
145.	Buckler, Edward Horton	Auckland.
	Lawry, Albert Eric	Napier.
147.	King, Emily Alice	Invercargill.
148.	Hill, Harry James	Christchurch.
	Kingsford, Frederic	Auckland.
150.	Clement, Harry	Stratford.

CIVIL SERVICE JUNIOR EXAMINATION—*continued*.

	Candidate.	Examination Centre.
505.	Hunter, Joseph David	Arrowtown.
	Jones, Philip Henry	Gore.
	McIver, James Alexander	Dunedin.
508	Carmody, James Patrick	Wellington.
509.	Capper, Walter Effingham	Wellington.
	Hatch, Emma	Hokitika.
511.	Wright, Madge Helen	Christchurch.
512.	Bell, William Poole	Tauranga.
	Stitt, Annie Beatrice	New Plymouth.
	Watson, Gladys Lena	Napier.
515.	Baxter, Lionel Whittington	Auckland.
516.	Bayfield, Lionel John	Westport.
	Kennedy, Thomas Erroll Sheehan	Invercargill.
	Kennedy, Wilfred	Nelson.
519.	Findlay, James Gilbert	Invercargill.
	King, Robert	Invercargill.
521.	Dunlop, Gladys Logan	Invercargill.
	Stewart, Albert Clarke	Wellington.
523.	Bulman, Robert	Reefton.
	Gilligan, Patrick	Wanganui.
	Risk, Clara Redman	Westport.
526.	McEwan, Edith Craig	Napier.
527.	Bell, Lilian Adelaide	Hamilton.
	Fairhurst, Maurice Ordish	Dannevirke.
529.	Livingstone, Robert Heaton	Christchurch.
530.	Pickering, Ida	Auckland.
	Willetts, Elizabeth	Hokitika.
532.	O'Sullivan, Una Mary	Hokitika.
533.	Houston, Sarah Frances	Balclutha.
534.	Collins, Patrick John	Dunedin.
	Watters, Elsie	Dunedin.
536.	Hay, Arthur Lancelot Hamlyn	Invercargill.
	Lloyd, Patrick Joseph	Wellington.
	Mathieson, Alfred James	Invercargill.
	McCarroll, Sarah Adeline	Whangarei.
540.	Cornwell, Clarence John	Christchurch.
	Moyne, Emily Alice	Christchurch.
	Oliver, Eunice Rebecca	Masterton.
543.	Barrell, Frank Horace	Christchurch.
544.	Meredith, Lionel James	Aratapu.
	White, David	Balclutha.
546.	Astley, Gladys Cicely Annie	Auckland.
	Webster, Francis Robertson	Lawrence.
548.	Gradwell, Edith Jane	Napier.
	Wilson, Hilda Mary	Marton.
550.	Casey, Winifred Agnes	Napier.
	Willott, Sybil Dorothy	Auckland.
552.	Rankin, Elsie Elizabeth	Auckland.
	Smith, Robert William	Dannevirke.
554.	Donne, Stanley Ernest	Dunedin.
555.	Eyres, Frank George	Wellington.
	Leggett, Arthur Bertram	Wellington.
557.	Bourke, Mary Aileen	Masterton.
	Campbell, Irene Annie De Vene	Greymouth.
	Stevenson, Roy Hunter	Dunedin.
560.	Boswell, Mary McLaren	Thames.
561.	Harris, Harold Wilson	Christchurch.
	Renton, Phyllis Annie	Nelson.
	White, Allan McGregor	Napier.
564.	Neal, Charles Herbert	Napier.
565.	McKay, Helen Mary	Auckland.
	Parfitt, Arthur Francis	Greymouth.
567.	Corrie, Frank Reginald	Wellington.
	Millington, Robert Perrett Taipo	Greymouth.
	Morris, Herbert Sydney William	Auckland.
570.	Rae, Elizabeth	Invercargill.
571.	Bean, Frederick Walter	Christchurch.
	Beetham, Naomi	Wellington.
573.	Fulton, John Greame	Wellington.
	Smith, May Alice	Ashburton.
	Stevens, Mary Elizabeth	Masterton.
576.	Corbett, William Douglas	Napier.
	Hayter, Ernest	Auckland.
578.	Keast, Robert Francis	Invercargill.
	Scarlett, Margaret Louisa	Reefton.
	Millier, Marjory Ethel	Napier.
	Abraham, Edward Luke	Christchurch.
	Berg, Frederick Rowland Niblett	Christchurch.
	Black, Bruce Albert	Lawrence.
	Edmonds, Percy Augustus	Nelson.
585.	Beattie, Ethelwyn Jane	Oamaru.
	Malone, Terence	Nelson
587.	Cox, Herbert William	Auckland.
	Martin, Raymond	Greymouth.
589.	Hardie, Robert Davies	Palmerston North.
	Macbeth, Arabella	Whangarei.
591.	Dwyer, Gordyn (Miss)	Lawrence
592.	Foreman, Gertrude May	Auckland.
	Gray, Laura	Palmerston North.
594.	Romans, Louisa Annie Henrietta	Arrowtown.
595.	Dyer, Gladys Louisa	Christchurch.
	Smith, Mabel	Thames
597.	Sinclair, Jessie Alice Margaret	Palmerston North.
598.	Hogan, Richard Allen	Auckland.
599.	Pinder, Fanny	Napier.
600.	Knudson, Martinus Emmanuel	Palmerston North.
	Worthington, Minna Louise	Auckland.
602.	Ross, Evelyn Constance	Ashburton.
603.	Mackenzie, John	Dannevirke.
604.	Johnston, Thomas Forbes	Auckland.
605.	Purdie, William Alexander	Christchurch.
	Welsh, John Francis	Wanganui.
607.	Cobbald, Ellen Evangeline Lockwood	Aratapu.
608.	Beattie, Helen Margaret	Dunedin.
	Hill, Myra Kinniburgh.	Wellington.
	Robertson, Jeannie McBey	Dunedin.
	Thatcher, Amy Violet	Timaru.
612.	Priest, Morgan Whitaker	Stratford.
613.	Ewart, Hannah	Dunedin.
614.	Leo, John	Wellington.
615.	Tanner, Ella Rebecca	Tauranga.
616.	Andrews, Lucy May	Auckland.
	Probert, Isabel Emma	Auckland.
	Wyatt, Marcus Edward	Invercargill.
	Harman, Florence Louisa	Napier.
	Robson, Allan Bailey	Thames.

II.—PASSED THE EXAMINATION.

621.	McLean, Thomas Duncan	Wellington.
622.	Parry, John Asher	Auckland.
623.	Desmond, Patrick Ballance	Palmerston North.
624.	Barker, Ernest Christopher	Oamaru.
	Williams, Athol Gothard	Nelson.
626.	Blackwell, William George	Lawrence.
627.	Treacy, Eileen	Dunedin.
628.	Morrison, Gordon Leslie	Wellington.
629.	Lowe, Violet Hazel	Auckland.
630.	Watson, Eva Winifred	Palmerston North.
631.	Digby, Ivy Elizabeth	Ashburton.
632.	Rasmussen, Henry Peter	Wellington.
633.	Leyland, Allen Illingworth	Auckland.
634.	Hardie, Eonone Guinevere	Christchurch.
635.	Fuller, William Harold	Auckland.
636.	Campbell, Adelaide Mary Noble	Napier.
637.	Louisson, Leslie William	Nelson.
638.	Ramsay, Jane Gardner	Napier.
639.	Dougall, Stella Phœbe	Christchurch.
640.	Sampson, Gerard William	Greymouth.
641.	Philpott, Mary Mitchell	Invercargill.
642.	Collingwood, Elie Harfield	Palmerston North
643.	Martin, Cora	Thames.
644.	McCallum, Margaret Rebecca	Blenheim.
645.	Caigou, Russell Grant	Nelson.
646.	Davey, George	Marton.
647.	Burr, Edward Moore Craig	Wellington.
648.	Tangney, Bartholomew	Invercargill.
649.	Hohapata, Tureimaka	Auckland.
650.	Brewer, Owen Tudor	Dannevirke.
	Webley, Albert Edward	Wellington.
652.	Hellaby, Frederick Allan	Auckland.
	Kirkpatrick, Mary	Palmerston North.
	Pullar, Annie Chapman	Gore.
655.	Rhodes, Lawrence Arthur	Dunedin.
656.	Rust, Gordon James	Whangarei.
657.	Dean, Ada Myrtle	Auckland.
658.	Glazebrook, Doris May	Napier.
	Murray, Keith Day Pierce	Auckland.
660.	Baker, Charles George	Wellington.
	Leaper, Harry Bertram	Nelson.
	Peters, Walter Rankin	Auckland.
	Pfeifer, Josephine	Hokitika.
	Ryan, Alfred	Auckland.
665.	Donovan, Ellen	Invercargill.
	Gallagher, Mary Elizabeth	Invercargill.
667.	Gleeson, Alice Rebecca	New Plymouth
	Shain, Gertrude Annie	Nelson.
669.	Harvey, Harold Miller	Masterton.
	Mander, Merrial Winifred	Nelson.
671.	Hodgson, William Henry	Auckland.
	White, William Edward	Nelson.
673.	Jeffrey, Emily Mary Ruth	Auckland.
674.	Coward, Alice	Palmerston North.
	Montagu, Grace Maud	Greymouth.
676.	Tutton, Fanny Robertha	Rangiora.
	Youngman, Lucy Myrtle	Arrowtown.
678.	Baker, Elizabeth Elsie	Christchurch.

CIVIL SERVICE JUNIOR EXAMINATION—*continued*.

	Candidate.	Examination Centre.
679.	Munro, Joyce	Nelson.
	Rogen, Arthur Frederick	Nelson.
681.	Tubman, Grace	Dunedin.
682.	Cody, Douglas Goodall	Wanganui.
	O'Shea, Kathleen May	Auckland.
684.	Devine, Leo Gerald	Wellington.
	Edwards, Stanley Richard	Masterton.
	Vivian, John Alexander Huia	Auckland.
687.	James, Robert Samuel	Reefton.
688.	Ruck, Frederick Arthur.	Christchurch.
	Taylor, Florence Theresa	Napier.
690.	d'Emdon, Amy Isabel	Wellington.
	Empson, George Gordon	Auckland.
692.	Hall, Matthew	Invercargill.
	Oliver, Eric	Ashburton.
694.	Fawcett, Thomas	Blenheim.
695.	Chamberlain, Leonard Oswell	Thames.
	Mangin, Orton Avena.	Napier.
697.	Healy, Kate	Reefton.
	Hunt, Winifred Isabel	Auckland.
	Macline Alexander Jocelyn	Christchurch.
	Robertson, Charles Drummond	Invercargill.
701.	Colbeck, Roy Wilfred	Nelson.
	Goulding, Kathleen Edith	Napier.
	Hamill, Catherine	Christchurch.
704.	McMillan, Jessie Gertrude	Lawrence.
	Staunton, James	Invercargill.
706.	Warren, Robert James	Hamilton.
707.	Mead, Campbell Vincent	Nelson.
708.	Dagg, Olive	Masterton.
	McCrory, Arthur	Auckland.
	Taylor, Myrtle Elza	Gore.
	Wright, Violet Mary	Hokitika.
712.	Murray, Colin Campbell	Auckland.
	O'Connor, John Francis	Wanganui.
714.	Bond, Alice	Auckland.
	Fortune, Geoffrey Arrol	Invercargill.
	Hogan, Patrick Joseph	Greymouth.
717.	Muirhead, Alexander John	Dunedin.
	Sargent, John Alexander	Hawera.
719.	Burton, Stanley Cossentine	Auckland.
720.	Black, Effie May	Dannevirke.
	Gorman, Andrew	Timaru.
	Hurrell, Elsie	Wellington.
723.	Badger, Robert James Hamson	Tauranga.
724.	Johnston, Muriel Sinclair	Stratford.
	O'Sullivan, Mary Anesia	Hokitika.
726.	Noble, Ethol Mary	Reefton.
	O'Brien, Francis James	Wellington.
728.	Argyle, Doris Winifred	Palmerston North.
	Dallas, William Kerr	Balclutha.
	Jensen, William Frederick	Dannevirke.
	Murphy, John	Wanganui.
732.	Hare, Minnie Kathleen	Masterton.
	Hunger, William Hugh	Wanganui.
	Spillane, Johanna	Wellington.
	Stevens, Sydney Foster	Nelson.
736.	Luke, Kenneth Ewart	Wellington.
737.	Barkley, Mabel	Auckland.
738.	Mulholland, Hugh	Dunedin.
	Pinder, Constance Marshall	Napier.
	Sampson, William	Invercargill.
741.	Davidson, Sydney	Dunedin.
	Husband, Herbert Arthur	Westport.
	Robinson, Barbara Jane	Greymouth.
	Sutton, Victor Avelyn	Masterton.
	Thompson, Henry James	Napier.
	Wilson, William Eckford	Dannevirke.
747.	Breen, John	Oamaru.
	Roche, John Denis	Wanganui.
749.	Snell, Edward Diment	Auckland.
	Wood, Ada	Auckland.
751.	Clachon, William James	Wellington.
	Fanzelow, Stanley William	Nelson.
	Pirrit, Bella	Auckland.
	Russell, Leslie Raymond	Palmerston North.
	Weir, Stanley Francis	Auckland.
756.	Bramley, Richard Randolph	Auckland.
757.	Cleary, Margaret Mary	Timaru.
	Lepine, Arthur Alfred	Auckland.
759.	McDowell, Samuel	Wellington.
	Revell, George Charles	Auckland.
761.	Douglass, Robert Deane	Oamaru.
	Hayter, Rouben	Auckland.
	Henderson, Dorothy Wilson	Auckland.
	Vos, Victor Reginald	Thames.
765.	Boniface, May	Invercargill.
	Hastings, Lily	Christchurch.
	Mackie, Stanley Gordon Dall	Invercargill.

	Candidate.	Examination Centre.
	White, Mabel Rebecca	Greymouth.
769.	Earle, William John	Auckland.
	Priest, Peter John	Dannevirke
	Watts, Cyril	Napier.
772.	Alexander, James Donald	Nelson.
	Laing, Rupert William	New Plymouth.
	O'Meara, Percival Arthur	Auckland.
775.	McKenzie, Thomas	Invercargill.
776.	Gordon, William Alexander	Auckland.
	Holm, Eleanora Fanny Martha	Auckland.
778.	Costello, Mary Kathleen Agnes	Christchurch.
	Lowe, Rosina Frances	Thames.
	Molloy, Charles Joseph	Auckland.
	Stringer, Thomas Henry	Auckland.
782.	Montgomery, Edith Baron	Wellington.
	O'Donnell, Mary	Greymouth.
	Rhodes, Eric George	Auckland.
785.	Nichols, Margarita Elizabeth	Lawrence.
	Slevin, Franz Reering	Auckland.
787.	Adkin, Dilbert Denton	Levin
	Bernard, Victor Raymond	Wellington.
	Callanan, Margaret Kathleen	Dunedin.
	Dudson, Walter Francis	Masterton.
	Sutton, Margaret Bertha	Auckland.
792.	Shaw, Mabel Gertrude	Christchurch.
793.	Warren, Kate	Greymouth.
794.	Burtenshaw, Thomas Alfred	Dannevirke.
	Cozens, Alfred Charles Westbrook	Auckland.
796.	Gallen, Mary Cecilia	Auckland.
	Gordon, Euphemia Margaret	Wellington.
	Johnston, Robert Norries	Auckland.
799.	Burnard, Louie	Ashburton.
	Rae, Thomas Handley	Thames.
801.	McCarrison, Helen	Wellington.
802.	Clark, Humphrey Morris	Auckland.
	Rice, Eric John Guthrie	Wanganui.
804.	Crawford, John Dickson	Auckland.
	Dufaur, David	Auckland.
806.	Cruikshank, Kathleen Ormond	Auckland.
807.	Hill, George Neville	Auckland.
	Law, Allan Edward	Dannevirke.
	Vickerman, Arthur Lemon	Nelson.
810.	Carley, Hilda Beatrice	Hamilton.
811.	Bull, Dorothy Valentine	Gisborne.
	Turner, Georgina Marion	Hokitika.
813.	Connor, Margaret	Arrowtown.
	Finlayson, Alexander	Dunedin.
	Loy, Elizabeth	Ashburton.
816.	Parmenter, Emilie May	Invercargill.
817.	Bjorngaard, Ole Hans	Lawrence.
	Brabyn, John William	Wellington.
819.	Mills, Graham Alexander	Nelson.
820.	Gilligan, William Francis	Wanganui.
	Nicholas, Gregory James	Palmerston North.
822.	Brown, Malcolm Joseph	Christchurch.
	Chrystall, James William	Wellington.
824.	Quinn, Annie	Auckland.
	Wilcox, John Stewart	Auckland.
826.	McCabe, Augustine Edward Basil	Auckland.
	Shine, Nora	Auckland.
828.	Foreman, Edith Mary	Auckland.
829.	Hopkins, Evelyn Gladys	Auckland.
	Portman, Victor Bernard	Wellington.
	Ridgway, Alfred Charles	Napier.
	Steel, Leslie Harvey	Ashburton.
833.	Mason, Violet Mary	Invercargill.
834.	Soppett, Margaret Eileen	Hamilton.
835.	McCarthy, Veronica	Auckland.
836.	Walker, Leonie Agnes Novella	Lawrence.
837.	Flanagan, Leila	Wellington.
838.	Hitchings, Gladys Margaret Naomi	Wellington.
839.	Jebson, Thomas Cooper	Christchurch.
	McLeod, Catherine Muir	Gore.
841.	Hewlett, Theophilus Norris	Nelson.
	Smallfield, Eric Jackson	Auckland.
843.	White, Gladys Clara	Christchurch.
844.	Gunn, Donald Keith Newman	Nelson.
845.	Abercrombie, Harry Burr	Auckland.
	Hamilton, Claude	Invercargill.
847.	Bent, Seymour Leighton	Auckland.
848.	Jack, Douglas Gordon	Wellington.
849.	Furneaux, Henry Hubert	Westport.
	Morgan, Garland Oswald	Hawera.
851.	Douglas, John Eric	Dannevirke.
	Morgan, Elizabeth Emily	Marton.
853.	O'Donoghue, Marguerite Alice	Whangarei.
	Wilkinson, Ernest Charles Beresford	Reefton.

CIVIL SERVICE JUNIOR EXAMINATION—*continued.*

Candidate.	Examination Centre.
855. Blundell, Edgar Maurice	Stratford.
Down, Herbert John	Christchurch.
857. Milner, Charles Edward Claud	Wellington.
Robinson, Frank	Blenheim.
859. Howie, Helen Merrie	Invercargill.
860. Stedman, Gerald Lomax	Napier.
861. Smith, Cedric	Invercargill.
862. Galt, John Morris Herbert	Invercargill.
Phillipson, Olive	Auckland.
864. Metcalfe, Elizabeth Jane	Invercargill.
865. Chapman, George Parsons	Nelson.
866. Hardie, William Andrew	Christchurch.
867. Mills, Eva Bowman	Nelson.
Price, Gertrude	Auckland.
869. Baker, Raymond Danvers	Wellington.
Grayburn, Elizabeth	Timaru.
871. Fouhy, David Emmet	Ashburton.
872. Boardman, Alfred Selwyn	Auckland.
Robson, George Trevor	Auckland.
874. Dodd, Ellen	Dunedin.
Hunt, John Edward	Wellington.
876. Porteous, Mary Agnes	Invercargill.
Westney, Arthur William	Auckland.
878. Bailey, Arthur Sagar	Auckland.
Davies, Flora Edna	Auckland.
McKee, Frederick George	Nelson.
881. Buchan, Thomas John	Thames.
882. Malone, Maggie	Wanganui.
883. Bogue, Margaret	Invercargill.
884. Duthie, Alan Kenneth	Auckland.
885. Pegg, Kenneth Chapman	Wellington.
886. McLaughlin, Daniel	Stratford.
887. Ramsden, Clement George	Wellington.
888. Kenny, Kathleen Emily Blanche	Auckland.
889. Hally, Colin	Hamilton.
McLernon, Leslie Somers	Napier.
891. Briggs, Mary Augusta Maria	Whangarei.
Cockerill, Henry Walter	Wellington.
Scully, Joseph	Auckland.
894. Macdonald, John Murray	Invercargill
Williams, Louisa	Greymouth.
896. Batchelar, Dudley Eric	Palmerston North.
Burke, Edmund Joseph (i)	Wellington.
Foster, Frederick Rathborne	Auckland.
McCallum, Martha	Blenheim.
900. Gibb, Christian Crawford	Thames.
901. Anderson, Annie Maud Lucy	Napier.
Bolton, Thomas John	Wellington.
Knutson, Frederick Bonde	Masterton.
904. Keith, Maud Biddick	Auckland.
Williams, Gascoyne	Blenheim.
906. McMaster, Lendrick	Masterton.
907. Harvey, Charlotte Theodora	Masterton.
Parker, Hildred Agnes	Dannevirke.
909. Crisp, Percy Seton Steward	Ashburton.
Gallop, Eliza	Blenheim.
Pegler, Benjamin Thomas	Auckland.
912. Rea, Francis James	Invercargill.
913. Cronin, Charles Francis	Wanganui.
Heath, Frances Helen	Wellington.
915. Curtis, Vera Isabel	Wellington.
Williamson, Nora Annie	Auckland.
917. Corner, Dorothy Ettie	Wellington.
Davis, Richard George	Wellington.
919. Harris, Randall Frederick Ward	Christchurch.
920. Frethey, Edmund Albertus	New Plymouth.
Wilson, Andrew Joseph Tasman	Greymouth.
922. Crossen, Mary Catherine	Christchurch.
Montgomery, Emily Mary	Wellington.
924. Harre, Horace Romano	Stratford.
925. Hickey, John Gerald	Invercargill.
926. Cody, John	Wanganui.
927. Nairn, Lionel Douglas	Wellington.
928. Bevins, Cyril Baliner	Auckland.
Le Fevre, John Marston	Dunedin.
930. Dunning, Arnold Manary	Auckland
931. Bird, Leslie Bertram	Westport.
932. Roche, Norah Mary	Hawera.
Sykes, Elsie Blanche	Thames.
934. McEldowney, William Robert	Auckland
Thorp, Mary Josephine	Thames.
936. Cosgriff, Alice Mary Josephine	Invercargill.
Stephens, Gwendolyn Lillian	Auckland.
938. Moore, Isabel	Auckland.
939. Baxter, Alick Forbes	Invercargill.
Bonifacio, Catherine	Westport.
941. Ogilvie, Wilfred McIntosh	Auckland.
Perry, Madeline Rose	Dunedin.
943. Carmody, Ellen	Wellington.

SENIOR FREE PLACES IN SECONDARY SCHOOLS.

NAMES OF THE CANDIDATES THAT PASSED THE EXAMINATION (ARRANGED IN ALPHABETICAL ORDER).

Candidate.	Examination Centre.
Abraham, Edward Luke	Christchurch.
Abrahams, Jessie Doris	Christchurch.
Adam, Arthur Ernest	Dunedin.
Abercrombie, Harry Burr	Auckland.
Adams, Cedric Gilbert	Auckland.
Adams, Eileen Hilda	Nelson.
Adkin, Gilbert Denton	Levin.
Adlington, Hilda Jane	Auckland.
Affleck, Milly Vallance	Invercargill.
Agnew, George	Invercargill.
Aitchison, Daisy Elizabeth	Dunedin.
Aitken, Annie Marion	Reefton
Aitken, Archibald Henderson William	Gore.
Aitken, William	Dunedin.
Albertson, George William	Dunedin.
Aldred, Bertram Frederick	Oamaru.
Alexander, James Donald	Nelson.
Allan, Janet Bruce	Westport
Allan, Mary	Oamaru.
Allan, Reginald	Dunedin.
Alley, Eric Buckingham	Christchurch.
Allison, George	Rangiora.
Alloo, Arthur William	Dunedin
Allott, Lemuel Morgan	Gore.
Alsop, Annie Rye Violet	Palmerston North.
Ambrose, Dorothy Barbara	Christchurch.
Amies, Arthur George Justice	Oamaru.
Anderson, Allan Douglas	Invercargill.
Anderson, Alexander Knox	Gore.
Anderson, Annie Maud Lucy	Napier.
Andrew, Hazel Jane	Palmerston North.
Andrew, Richard Edward	Auckland.
Andrews, John Douglas	Nelson.
Andrews, Lucy May	Auckland.
Andrews, Rose Olive	Auckland.
Andrews, Sydney Claridge	Christchurch.
Applegate, Frances Lois	Auckland.
Argyle, Doris Winifred	Palmerston North
Armour, Kathleen Marshall	Dunedin.
Arnold, Clarence Banks	Christchurch.
Arnold, Frank Purvis	Christchurch.
Arthur, Edith Aylesbeer	New Plymouth.
Ashby, Millicent May	Auckland.
Asher, John Alexander	Napier.
Ashworth, Hector Ogilvie	Marton.
Astley, Gladys Cicely Annie	Auckland.
Atkinson, Louisa May	Christchurch.
Atkinson, Montague Bevel	Nelson.
Austin, William	Dunedin.
Aylmer, Dorothy	Timaru.
Badger, Robert James Hanson	Tauranga.
Bagnall, Alice Mabel Gladys	Auckland.
Baigent, John Wallace	Nelson.
Bailey, Arthur Sagar	Auckland.
Bailey, Lionel Heber	Christchurch.
Bailey, Ronald Hugh	New Plymouth.
Baird, Thomas	Invercargill.
Baker, Charles George	Wellington.
Baker, Edward Stanley	Palmerston North.
Baker, Elizabeth Elsie	Christchurch.
Baker, Leyden West	Christchurch.
Baker, Raymond Danvers	Wellington.
Bakewell, Mary Stanley	Auckland.
Ball, George	Auckland.
Banks, Bernard Wilson	Christchurch.
Bannister, Harold	Auckland.
Barker, Alan Cecil	Christchurch.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued.*

Candidate.	Examination Centre.
Barker, Ernest Christopher	Oamaru.
Barker, Josephine Marion	Nelson.
Barker, Lilian Catherine	Dunedin.
Barkle, Roy Clifford	Christchurch.
Barkley, Mabel	Auckland.
Barnett, Mary Ellen Adelaide	Dannevirke.
Barrett, Ruby Eva Francis	Rangiora.
Barnicoat, Marjorie Agnes	Palmerston North.
Barrell, Frank Horace	Christchurch.
Barrie, Thirza Isabel	Napier.
Barr, Samuel Douglas	Auckland.
Barton, Lucy Frances Kinder	Hamilton.
Bass, Elsa Gladys	Ashburton.
Bastings, Alma Isabel	Oamaru.
Bastings, Lyndon	Dunedin.
Batchelar, Dudley Eric	Palmerston North.
Bates, Winifred Rosa	Hawera.
Battersby, Florence Adele	Auckland.
Baxter, Alick Forbes	Invercargill.
Baxter, Lionel Whittington	Auckland.
Bayfield, Lionel John	Westport.
Bayly, Zaida Pauline	New Plymouth.
Bean, Frederick Walter	Christchurch.
Bean, Louisa Lawton	Christchurch.
Beard, Thomas Edward	Masterton.
Beattie, Ethelwyn Jane	Oamaru.
Beattie, Gerald Craig	Gore.
Beattie, Helen Margaret	Dunedin.
Beaumont, George	Dunedin.
Beetham, Naomi	Wellington.
Bell, Ivy Ellenor	Auckland.
Bell, Leslie George	Nelson.
Bell, Lilian Adelaide	Hamilton.
Bell, Muriel Frances	Auckland.
Bell, William Poole	Tauranga.
Bennett, James William	Lawrence.
Bent, Seymour Leighton	Auckland.
Beresford, Gertrude Ellen	Dunedin.
Berg, Frederick Rowland Niblett	Christchurch.
Bernard, Victor Raymond	Wellington.
Berryman, Adeline Lorna	Auckland.
Berry, James Allan	Napier.
Berry, Laxton George	Palmerston North.
Bertrand, George Frederick	Napier.
Bevins, Cyril Baliner	Auckland.
Billing, Vida Cecilia	New Plymouth.
Bingham, William Napier	Dannevirke.
Bird, John Woodward	Timaru.
Bird, Leslie Bertram	Westport.
Bishop, Leonard Robert	Timaru.
Bjorngaard, Ole Hans	Lawrence.
Black, Bruce Albert	Lawrence.
Black, Effie May	Dannevirke.
Blackwell, William George	Lawrence.
Blaikie, William	Lawrence.
Blake, Edward Vincent	Auckland.
Blick, Philip John	Blenheim.
Blight, William Thomas	Auckland.
Blundell, Edgar Maurice	Stratford.
Boag, Robert Eaglesome	Christchurch.
Boardman, Alfred Selwyn	Auckland.
Boddington, Albert Oliver Douglas	Dunedin.
Bodkin, Evelyn Edith	Dunedin.
Bogue, Margaret	Invercargill.
Bold, Marion	Wellington.
Bollinger, Alice Winifred	New Plymouth.
Bolton, Kathleen Margery	Nelson.
Bolton, Thomas John	Wellington.
Bond, Alice	Auckland.
Bond, Enoch Alma	Auckland.
Boniface, May	Invercargill.
Bonifacio, Catherine	Westport.
Boswell, George	Auckland.
Boswell, Mary McLaren	Thames.
Botting, Robert William Stanley	Dunedin.
Bourke, Margaret Ann	Dunedin.
Bourke, Mary Aileen	Masterton.
Bowden, John	Christchurch.
Bowler, Daniel Cornelius Vincent	Palmerston North.
Box, Lucy Ethel	Wellington.
Boyd, Alexander Gordon	Auckland.
Boyes, Esmond Ernest Cave	Nelson.
Boyes, Reginald Dale	Auckland.
Boyne, James McCulloch	Invercargill.
Brabyn, John William	Wellington.
Bradfield, Mary Ann	Dunedin.
Bramley, Richard Randolph	Auckland.
Bray, Herbert	Masterton
Breen, John	Oamaru.
Brewer, Owen Tudor	Dannevirke.
Briggs, Mary Augusta Maria	Whangarei.
Brigham, Mabel	Auckland.
Bright, Kathleen	Masterton.
Broadley, Clara Annie	Christchurch.
Brock, Beatrix Jeannotte	Christchurch.
Brockett, Archibald Geoffrey	Wellington.
Brooking, Lilian	Gisborne.
Broom, Lavinia Edith	Dunedin.
Brown, Alice Mabel	Palmerston North.
Brown, Elsie	Stratford.
Brown, George Blyth	Wellington.
Brown, Jean McKie	Invercargill.
Brown, Malcolm Joseph	Christchurch.
Brown, Ruby	Dunedin.
Brown, William Edward	Christchurch.
Browne, Ivy Miriam	Blenheim.
Browne, Kathleen Harwood	Auckland.
Brunton, Annie Malcolm	Oamaru.
Brusewitz, Ellenore Louise Daga	Nelson.
Bryan, Frank Claude	Palmerston North.
Buchan, Thomas John	Thames.
Buckler, Edward Horton	Auckland.
Buckley, Maude Aline Adella	Rangiora.
Bullard, Margaret Shannon	New Plymouth.
Bull, Dorothy Valentine	Gisborne.
Bulman, Robert	Reefton.
Bundy, Edna Rachel	Ashburton.
Burgess, Conway	Palmerston North.
Burgess, William Henry	Palmerston North.
Burke, Edmund Joseph (i)	Wellington.
Burke, Edmund Joseph (ii)	Wellington.
Burnard, Eric Mountjoy	Dunedin.
Burnard, Eva Wallington	Oamaru.
Burnard, Louie	Ashburton.
Burnett, Noel Fletcher	Wellington.
Burr, Edward Moore Craig	Wellington.
Burridge, Ross Reginald	Masterton.
Burtenshaw, Thomas Alfred	Dannevirke.
Burton, Ella	Auckland.
Burton, Ormond Edward	Auckland.
Burton, Stanley Cossentine	Auckland.
Busby, James	Napier.
Butler, Maurice	Wellington.
Buttle, Harris Newman	Christchurch.
Cahill, Margaret Annie	Auckland.
Caigou, Russell Grant	Nelson.
Calder, Ruberta Janet	Auckland.
Callanan, Margaret Kathleen	Dunedin.
Callender, Geoffrey Gordon	Wellington.
Calvert, Charles Leslie	Dunedin.
Cameron, Donald Lochiel	Invercargill.
Cameron, Rae Cumberland	Wellington.
Campbell, Adelaide Mary Noble	Napier.
Campbell, Irene Annie De Vene	Greymouth.
Campbell, Mary Elizabeth	Dunedin.
Campbell, Willa Elizabeth	Whangarei.
Cannington, Harold William	Nelson.
Capper, Walter Effingham	Wellington.
Caradus, William	Auckland.
Carley, Hilda Beatrice	Hamilton.
Carlson, Henry Gordon	Dannevirke.
Carmody, Ellen	Wellington.
Carmody, James Patrick	Wellington.
Carmody, Margaret	Palmerston North.
Carroll, Francis James	Levin.
Carroll, John Charles	Auckland.
Carroll, John Joseph	Auckland.
Casey, Ellen Christine	Napier.
Casey, Winifred Agnes	Napier.
Cavell, Elizabeth Beatrice	Invercargill.
Chamberlain, Helen Mildred	Christchurch.
Chamberlain, Leonard Oswell	Thames.
Chapman, George Parsons	Nelson.
Chappell, Norman McMillan	Stratford.
Chapple, Dora Valerie Bessie	Timaru.
Chapple, Leonard James Bandcroft	Timaru.
Chatwin, Georgina	Wanganui.
Christie, Jane Black	Hamilton.
Chrystal, Andrew	Invercargill.
Chrystall, James William	Wellington.
Clachon, William James	Wellington.
Clark, Arthur Grouchy	Napier.
Clark, Dinah	Auckland.
Clark, Gertrude	Aratapu.
Clark, Humphrey Morris	Auckland.
Clark, Raymond Hector	Auckland.
Clark, Robert John	Christchurch.
Clarke, Joseph	Napier.

Senior Free Places in Secondary Schools—*continued.*

Candidate.	Examination Centre.
Clarke, Mildred	Christchurch.
Clarke, Ruby Alice	Christchurch.
Clarkson, Margaret Bowes	Christchurch.
Cleary, Margaret Mary	Timaru.
Clemance, Alice Emma	New Plymouth.
Clement, Harry	Stratford.
Clement, Sidney George	Auckland.
Clifford, Maud Mary	Nelson.
Clinkard, George William	Auckland.
Clulee, Marion Henderson	Dunedin.
Cobbold, Ellen Evangeline Lockwood	Aratapu.
Cookerill, Henry Walter	Wellington.
Cody, Douglas Goodall	Wanganui.
Cody, John	Wanganui.
Cody, Walter Thomas	Invercargill.
Colbeck, Roy Wilfred	Nelson.
Cole, James MacMurray	Auckland.
Cole, William Robert	Dunedin.
Colhoun, Mary Agnes	Auckland.
Collingwood, Alfred	Stratford.
Collingwood, Edie Harfield	Palmerston North.
Collins, Johanna	Dunedin.
Collins, John Christopher	Invercargill.
Collins, Patrick John	Dunedin.
Collins, Rupert Yeoman	Auckland.
Colthart, James	Christchurch.
Coltman, Cyril Warren	Timaru.
Compton, Gladys	Christchurch.
Condliffe, John Bell	Christchurch.
Condon, Patrick	Greymouth.
Connor, Margaret	Arrowtown.
Conway, Edith	Reefton.
Conyngham, Ruby Miriam	Whangarei.
Cook, Nicol	Dunedin.
Cook, William Ernest	Christchurch.
Cooke, Elaine Mildred	Auckland.
Cooke, Gertrude Myrtle	Nelson.
Coombe, Frederick Charles	Auckland.
Coombe, Gilbert Walpole	Nelson.
Corbett, Herbert Gray	Christchurch.
Corbett, Kathleen	Thames.
Corbett, William Douglas	Napier.
Corkill, Francis Malcolm	Wellington.
Corner, Dorothy Ettie	Wellington.
Cornes, Henry Alexander	Auckland.
Cornes, John Julian Stephen	Auckland.
Cornwell, Clarence John	Christchurch.
Corrie, Frank Reginald	Wellington.
Cosgriff, Alice Mary Josephine	Invercargill.
Cosgriff, Margaret Mary	Invercargill.
Costello, Mary Kathleen Agnes	Christchurch.
Cotter, Henry Francis	Timaru.
Courtney, Charles Hargrove	Auckland.
Cowan, Henry Milne	Invercargill.
Cowan, James George	Dunedin.
Cowan, Vera Francis	Wellington.
Coward, Alice	Palmerston North.
Cox, Frederick James	Auckland.
Cox, Herbert William	Auckland.
Cozens, Alfred Charles Westbrook	Auckland.
Crabb, Lilian Laura	Wanganui.
Craig, Annie Douglas	Invercargill.
Craig, Evelyn Annie Emma	Christchurch.
Crane, Annie Emily	Whangarei.
Craw, Hazel Mignonette	Christchurch.
Crawford, Ivy Irene	Dunedin.
Crawford, John Dickson	Auckland.
Crawford, William Nelson	Gore.
Crawshaw, Cedric	Stratford.
Crawshaw, Emma Hancock	Auckland.
Crisp, Percy Seton Steward	Ashburton.
Crombie, Margaret Sievewright	Dunedin.
Cronin, Charles Francis	Wanganui.
Cropp, Thomas Arthur	Nelson.
Crossen, Mary Catherine	Christchurch.
Cruikshank, Kathleen Ormond	Auckland.
Cullen, Alfred James	Wellington.
Cumming, John Frederic	Wellington.
Cunningham, Herbert Adam	Dunedin.
Cunningham, James Thomas Chalmers	Oamaru.
Curtis, Clarence Logan	Auckland.
Curtis, Gladys Gwendoline	Auckland.
Curtis, Kathleen Maisy	Auckland.
Curtis, Vera Isabel	Wellington.
Cuthill, John Elliott	Dunedin.
Dagg, Olive	Masterton.
Dale, Roger Thomas Hilton	Dunedin.
Dallas, William Kerr	Balclutha.
Dalziell, Laura	Palmerston North.
Davey, George	Marton.
Davidson, Margaret Ellen	Dunedin.
Davidson, Sydney	Dunedin.
Davie, John Falla	Wanganui.
Davies, Flora Edna	Auckland.
Davies, Hilda Violet	Nelson.
Davis, Richard George	Wellington.
Dawson, William Stephen	Dunedin.
Day, Eric Charles	New Plymouth.
Day, John Spencer	Auckland.
Day, Lorna Elizabeth Grace	Christchurch.
Dean, Ada Myrtle	Auckland.
Dean, Ivy Maud	Auckland.
Dean, Leonard Widlake	Napier.
Dempsey, Arthur William	Auckland.
Dempster, Doris Mary	Dunedin.
Dempster, Norman Harrison	Dunedin.
Dennehy, Ellen	Westport.
Dennehy, Jeremiah Horan	Dunedin.
Denniston, Thomas Hillier	Dunedin.
Derrick, Estelle Mary	Nelson.
Desmond, Patrick Ballance	Palmerston North.
Devine, Leo Gerald	Wellington.
Dewar, Ernest Tristram	Palmerston North.
Digby, Ivy Elizabeth	Ashburton.
Dinnie, Donald Roy	Wellington.
Diprose, Archie William	Auckland.
Ditfort, Mabel Lilian	Christchurch.
Dobbs, John Henry Lawrie	Auckland.
Dodd, Ellen	Dunedin.
Dolph, Joseph	Hokitika.
Don, John Hallam	Dunedin.
Donne, Stanley Ernest	Dunedin.
Donnelly, Jane Wright	Christchurch.
Donovan, Ellen	Invercargill.
Dougall, Stella Phœbe	Christchurch.
Douglas, John Eric	Dannevirke.
Douglass, Robert Deane	Oamaru.
Dow, Andrew James	Auckand.
Dowdy, Harry Edwin	Auckland.
Dowling, Nina Agnes	Hawera.
Down, Herbert John	Christchurch.
Downes, Robert James Leslie	Dunedin.
Downey, Esmond Joseph	Wellington.
Downing, William Gibson	Dunedin.
Dromgool, Charles	Auckland.
Drummond, Louisa Helen	Nelson.
Dudson, Walter Francis	Masterton.
Dufaur, David	Auckland.
Duggan, John	Wellington.
Duggan, John Leo	Oamaru.
Dunlop, Gladys Logan	Invercargill.
Dunning, Arnold Manary	Auckland.
Dunphy, William Patrick	Gisborne.
Duthie, Alan Kenneth	Auckland.
Dwyer, Gordyn	Lawrence.
Dyer, Gladys Louisa	Christchurch.
Eagar, Olive Fitzgerald	Wellington.
Earl, Emilie Constance	Oamaru.
Earle, William John	Auckland.
Edgar, Gladys Mary	Auckland.
Edmonds, Percy Augustus	Nelson.
Edmonds, Stella Mary	Auckland.
Edmondston, Margaret	Oamaru.
Edwards, Berenice Eleanor	Marton.
Edwards, Keith Napier	Napier.
Edwards, Stanley Richard	Masterton.
Elder, Arthur Randall	Oamaru.
Elley, Ethel Maud	Invercargill.
Elliott, Constance Elizabeth	Masterton.
Elliott. Hilda Elizabeth	Dunedin.
Ellis, William Henry	Wellington.
d'Emden, Amy Isabel	Wellington.
Empson, George Gordon	Auckland.
Engebretson, Arthur John	Dannevirke.
Ennor, John Vivian	Napier.
Enting, Zelma Amelia Elfrida	Napier.
Eustace, Fred Arthur	Auckland.
Evans, Edna Annie	Wanganui.
Evans, Elsie Merivale	Christchurch.
Evans, Owen Glendower Neil	Napier.
Ewart, Hannah	Dunedin.
Exell, Harry Lawrence	Napier.
Eyres, Frank George	Wellington.
Fairbairn, Eileen	Christchurch.
Faire, Arthur Silvesta	Palmerston North.
Fairhurst, Maurice Ordish	Dannevirke.
Fairmaid, Allan John	Dunedin.
Felder. George Victor	Wellington.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued.*

Candidate.	Examination Centre.
Fanzelow, Stanley William	Nelson.
Farley, Eileen Mary Beresford	Timaru.
Fawcett, Thomas	Blenheim.
Ferguson, Eva Lilian	Christchurch.
Feron, Joseph Francis	Christchurch.
Ferriday, Hubert	Auckland.
Finch, Raymond Wallace	Auckland.
Findlay, George Thomas	Lawrence.
Findlay, James Gilbert	Invercargill.
Finlay, Robert Norman	Dunedin.
Finlayson, Alexander	Dunedin.
Fitch, Gladys	Christchurch.
Fitzgerald, Gerald Patrick	Dunedin.
Flack, Ada	Christchurch.
Flanagan, Leila	Wellington.
Flavell, Lucy	Wanganui.
Fleet, Margaret Ellen	Dunedin.
Flux, Doris Nellie	Wellington.
Fogelberg, Hilma Elvira	Wellington.
Foreman, Edith Mary	Auckland.
Foreman, Gertrude May	Auckland.
Forsdick, Charles Frederic	Auckland.
Fortune, Geoffrey Arrol	Invercargill.
Foster, Agnes Adeline	Rangiora.
Foster, Emily	Dunedin.
Foster, Frederick Rathbone	Auckland.
Foster, Henry Vincent	Christchurch.
Foster, Laurence Dallington	Wellington.
Fouhy, David Emmet	Ashburton.
Fowler, Arthur Milton	Stratford.
Fowler, Ruby Monica	Stratford.
Fraser, Elizabeth	Invercargill.
Fraser, Ernest Matthews	Blenheim.
Fraser, Mary Elizabeth Catherine	Invercargill.
Freeman, William Henry	Thames.
French, Winifred Marion	Auckland.
Frethey, Edmund Albertus	New Plymouth.
Frost, Florence Helen	Auckland.
Fuller, William Harold	Auckland.
Fulton, John Greame	Wellington.
Furneaux, Henry Hubert	Westport.
Fyfe, Thomas	Oamaru.
Gainsford, Mabel Evelyn	Rangiora.
Gallagher, Mary Elizabeth	Invercargill.
Gallen, Mary Cecilia	Auckland.
Gallop, Eliza	Blenheim.
Galt, John Morris Herbert	Invercargill.
Galvin, Fergus Kenderick	Wellington.
Gandar, Maximilian	Wellington.
Gardner, William Nelson	Auckland.
Garland, Violet	Nelson.
Garmson, Jane Elizabeth	Invercargill.
Garrey, Agnes	Dunedin.
Gasparich, Joseph George	Aratapu.
Gaze, Frederick John	Wanganui.
Gibb, Christian Crawford	Thames.
Gibb-Dawson, Alan Douglas	Auckland.
Gibbard, David Edward	Westport.
Gibbons, Ernest Walter	Blenheim.
Gibson, Catherine Mary	Timaru.
Gibson, Elsie Edna	New Plymouth.
Gifkins, Francis William	Christchurch.
Gilbert, Edith Elizabeth	Dunedin.
Gilchrist, Norman Douglas	Invercargill.
Gilligan, Patrick	Wanganui.
Gilligan, William Francis	Wanganui.
Gillman, Evelyn Edith	Auckland.
Glasgow, Wilfred Thompson	Wellington.
Glasgow, William Bernard	New Plymouth.
Glastonbury, Frank Godfrey	Blenheim.
Glazebrook, Doris May	Napier.
Gleeson, Alice Rebecca	New Plymouth.
Gooch, Arthur Henry	Nelson.
Goodfellow, Eric Hector	Auckland.
Gordon, Euphemia Margaret	Wellington.
Gordon, Martha Elizabeth	Auckland.
Gordon, William Alexander	Auckland.
Gorman, Andrew	Timaru.
Gould, Herbert Leslie	Auckland.
Goulding, Kathleen Edith	Napier.
Gow, Lizzie	Oamaru.
Gowdy, Vyvienne	Gore.
Gradwell, Edith Jane	Napier.
Graham, Agnes Marion	Invercargill.
Graham, Jane Allan	Hamilton.
Graham, Jane Christie	Invercargill.
Grant, Edward	Dunedin.
Grant, Ian Percy	New Plymouth.
Grant, Maud Evelyn	Oamaru.
Grant, Noel Gordon	Napier.
Grant, Thomas Smaill	Dannevirke.
Gray, Evelyn	Invercargill.
Gray, Laura	Palmerston North.
Gray, Randolph Norman	Christchurch.
Gray, Walter Ashley	Auckland.
Grayburn, Elizabeth	Timaru.
Greatbatch, Edna Florence	Wellington.
Green, Jessie Agnes	Dunedin.
Greenwood, Fred Wilson	Timaru.
Grey, Charles Morton	Auckland.
Grey, Eva Ellen	Dunedin.
Grierson, Ivon Guy	Christchurch.
Griffin, John Leslie	Nelson.
Griffiths, Herbert Llewellyn	Wellington.
Grigg, Matthew Henderson	Auckland.
Guiney, Lester William	Christchurch.
Gunn, Donald Keith Newman	Nelson.
Guy, Sarah Helen	Invercargill.
Haase, Margaret Jane	Wanganui.
Haden, Helena Irena	Christchurch.
Hagan, Francis Peter	Wellington.
Haigh, Frank Gordon	Dunedin.
Haigh, George Moffatt	Wellington.
Hain, Irene	Invercargill.
Haldane, Kathleen Florence	Nelson.
Hale, Dorothy Bartlett	Auckland.
Hall, Alexander Mathieson	Invercargill.
Hall, Harold Chelsea	Dunedin.
Hall, Lily Edith	Wellington.
Hall, Lionel William Baird	Napier.
Hall, Matthew	Invercargill.
Hall, Walter Ernest	Christchurch.
Halliday, Henry Lloyd	Auckland.
Hally, Colin	Hamilton.
Hamblin, Roy	Auckland.
Hames, Alice Inez	Auckland.
Hames, Gilbert Martin	Auckland.
Hamill, Catherine	Christchurch.
Hamilton, Claude	Invercargill.
Hamon, Clive Martin	Invercargill.
Hancock, Arthur Newland	Wellington.
Hancox, George Gilbert	Timaru.
Hardie, Eonone Guinevere	Christchurch.
Hardie, Robert Davies	Palmerston North.
Hardie, William Andrew	Christchurch.
Hare, Ada Elizabeth	Auckland.
Hare, Emma Jessie	Dunedin.
Hare, Janet Christian	Palmerston North.
Hare, Minnie Kathleen	Masterton.
Hargreaves, Alice Evelyn	Nelson.
Harkness, Charles Dickson	Nelson.
Harkness, Ella Frances Mary	Nelson.
Harman, Florence Louisa	Napier.
Harney, Constance Myrtle Landon	Westport.
Harraway, Alice Rubina Muriel	Dunedin.
Harre, Horace Romano	Stratford.
Harrington, Phœbe Anne	Invercargill.
Harris, Gertrude Lilian	Timaru.
Harris, Harold Wilson	Christchurch.
Harris, Randall Frederick Ward	Christchurch.
Harris, Richard	Invercargill.
Harrison, Emily Violet Fay	Dunedin.
Harrison, Ethel Evelyn	Wanganui.
Hart, Athol Thomas	Auckland.
Hartland, William Edmond	Auckland.
Harty Lennard Power	Auckland.
Harvey, Charlotte Theodora	Masterton.
Harvey, Elizabeth Alice	Christchurch.
Harvey, Frederick Dunford	Christchurch.
Harvey, Harold Miller	Masterton.
Harvey, John	Masterton.
Haskins, Basil	Christchurch.
Hastings, Lily	Christchurch.
Haszard, Miriam Kate	Auckland.
Hatch, Emma	Hokitika.
Haworth, Ashley Aston	Dunedin.
Haworth, Laurence Robert Peel	Stratford.
Hawkes, Lillian Margaret	Timaru.
Hawkins, Benjamin George	Gisborne.
Hay, Arthur Lancelot Hamlyn	Invercargill.
Hayes, Edith Mahalah	Ashburton.
Hayman, Ivanhoe	Timaru.
Hayter, Ernest	Auckland.
Hayter, Reuben	Auckland.
Healy, Kate	Reefton.
Heath, Florence	Auckland.
Heath, Francis Helen	Wellington.
Heffer, Dorothy Grace	Blenheim.

Senior Free Places in Secondary Schools—*continued.*

Candidate.	Examination Centre.
Hellaby, Frederick Allan	Auckland.
Henderson, Dorothy Wilson	Auckland.
Henderson, Elizabeth Margaret	Christchurch.
Hendry, John Currie	Dunedin.
Herdman, Eleanor Jane	Masterton.
Hewat, John Paterson	Invercargill.
Hewitt, Lucinda	Auckland.
Hewlett, Theophilus Norris	Nelson.
Hickey, John Gerald	Invercargill.
Hill, George Neville	Auckland.
Hill, Harry James	Christchurch.
Hill, Myra Kinniburgh	Wellington.
Hills, Henry Seddon	Hokitika.
Hitchings, Gladys Margaret Naomi	Wellington.
Hoare, George Harrey	Christchurch.
Hockin, Munro May	Whangarei.
Hoddinott, Iviline Vera	Invercargill.
Hodge, Murray Charles	Masterton.
Hodges, Muriel Emily	Dunedin.
Hodgson, William Henry	Auckland.
Hogan, Gertrude	Palmerston North.
Hogan, Kieran John	Hokitika.
Hogan, Patrick Joseph	Greymouth.
Hogan, Richard Allen	Auckland.
Hogg, Catherine	Dunedin.
Hohapata, Tureimaka	Auckland.
Holm, Eleanora Fanny Martha	Auckland.
Holmes, Gladys Marguerite	Dunedin.
Hooper, John Paris	Levin.
Hopkins, Evelyn Gladys	Auckland.
Hopkirk, Susanna Margaret	Dannevirke.
Horneman, Jack	Auckland.
Horner, Lilian	Nelson.
Horrell, Rose Sara	Rangiora.
Horton, John Morrice	Blenheim.
Hosking, James Frances	Auckland.
Houston, Sarah Frances	Balclutha.
Howie, Helen Merrie	Invercargill.
Hudson, Athol	Oamaru.
Hueston, Hilda Beatrice	Dunedin.
Hughes, William Stanley	Christchurch.
Hull, Eva	Dannevirke.
Hull, Harold Richard	Auckland.
Hunger, William Hugh	Wanganui.
Hunt, John Edward	Wellington.
Hunt, Sarah Alice	Auckland.
Hunt, Winifred Isabel	Auckland.
Hunter, James	Dunedin.
Hunter, Joseph David	Arrowtown.
Hunter, Mary Janet	Christchurch.
Hunter, Maurice Reginald	Christchurch.
Hurle, Herbert Stennett	New Plymouth.
Hurrell, Elsie	Wellington.
Husband, Herbert Arthur	Westport.
Huston, Henry Earl	Masterton.
Hyde, Elsie Jean	Dunedin.
Inder, Ann Rowena	Naseby.
Inder, Eric Wyles	Palmerston North.
Ingram, Ernest Arthur	Nelson.
Irwin, Minnie	Hokitika.
Isbister, Mabel Alice	Auckland.
Iverach, Jean Tannahill	Timaru.
Ivory, Denis Aquila	Dunedin.
Ivory, Leonard James	Dunedin.
Jack, Douglas Gordon	Wellington.
Jackson, Alban Brittain	Auckland.
Jackson, Beryl Annie	Auckland.
Jackson, Dorothy Esther	Masterton.
Jackson, Roy Hamilton	New Plymouth.
Jackson, Thomas Arthur	Auckland.
James, Hiram George Rutland	Palmerston North.
James, Robert Samuel	Reefton.
James, Sydney Meredith	Stratford.
Jamieson, Georgina Ellen	Palmerston North.
Jeans, Rebecca Grace Marwell	Dunedin.
Jebson, Thomas Cooper	Christchurch.
Jeffery, Emily Mary Ruth	Auckland.
Jeffs, Arthur Henry	Hamilton.
Jellicoe, Roland Leigh	Masterton.
Jemison, Winifred Jane	New Plymouth.
Jenkins, James Alfred	Blenheim.
Jennens, Theodore Melville	Nelson.
Jensen, William Frederick	Dannevirke.
Jervis, David Masson	Whangarei.
Johnson, Dorothy Nellie	Dunedin.
Johnson, Hector Charles	Wellington.
Johnson, Lenard Archibald	Thames.
Johnson, May Oliver	Thames.
Johnson, Winifred	Auckland.
Johnston, Alexander Rose	Dunedin.
Johnston, Amos William	Christchurch.
Johnston, Annie	Hawera.
Johnston, Cameron Gordon	Wellington.
Johnston, Harold Arthur	Wellington.
Johnston, Muriel Sinclair	Stratford.
Johnston, Robert Norries	Auckland.
Johnston, Thomas Forbes	Auckland.
Jones, Albert Bevan	Invercargill.
Jones, Arthur Iltyd Ellice	Napier.
Jones, Bernard	Timaru.
Jones, Charles Roger	Auckland.
Jones, Major Howard Rauru	Ashburton.
Jones, Matthew Jenkins	Stratford.
Jones, Philip Henry	Gore.
Jones, Stanley Clifford	Auckland.
Jordan, Claude Alan	Wellington.
Jordan, Gladys Nellie	Nelson.
Jordan, Helena	Auckland.
Judd, Leslie Ernest	Rangiora.
Kane, James Kerr	Dunedin.
Karsten, Rona Permain	Nelson.
Keane, Mary	Wanganui
Keast, Robert Francis	Invercargill.
Keenan, Mary Ellen	Invercargill.
Keith, Maud Biddick	Auckland.
Kelly, Roy Douglas	Whangarei.
Kendon, Cecil Whitworth	Auckland.
Kennedy, Thomas Erroll Sheehan	Invercargill.
Kennedy, Wilfred	Nelson.
Kenny, Kathleen Emily Blanche	Auckland.
Kent, William Sedgwick	Auckland.
Kerr, Charles Napier	Wellington.
Kerrigan, Margaret Irene	Wanganui.
Kershaw, Lucy Doris	Nelson.
Kimber, Ella Florence	Auckland.
King, Emily Alice	Invercargill.
King, John	Timaru.
King, Marcus	Gore.
King, Robert	Invercargill.
Kingsbeer, Wallace Victor	Palmerston North.
Kingsford, Frederic	Auckland.
Kinnaird, Gwendoline	Auckland.
Kirk, Denis Watkin	Auckland.
Kirk, Edward Richmond	Wellington.
Kirkpatrick, Mary	Palmerston North.
Knight, Elfrida Mary	Dunedin.
Kreeft, Charles Ronald	Wellington.
Knox, Reginald Victor Albert	Auckland.
Knudson, Martinus Emmanuel	Palmerston North.
Knutson, Frederick Bonde	Masterton.
Laing, Rupert William	New Plymouth.
Lake, Lulu Agnes	Hamilton.
Lambert, William Booth	Wellington.
Lane, Reta Constance	Wellington.
Lang, Charlotte Margaret	Auckland.
Langbein, Elizabeth Edna	Nelson.
Langford, Katharine	Invercargill.
Latta, Albert Henry	Lawrence.
de Lautour, Cecil Edgar	Dunedin.
Lavery, Robert William	Wellington.
Law, Alfred John	Blenheim
Law, Allan Edward	Dannevirke.
Law, Ronald Joseph	Palmerston North.
Lawry, Albert Eric	Napier.
Lawry, Walter Lionel	Napier.
Laws, Gordon Cosgrove	Napier.
Laxon, William Ash	Auckland.
Leaper, Harry Bertram	Nelson.
Lechner, Ruby Verna	Ashburton.
Lee, Mary Ellen	Levin.
Lee, Percy David	Wellington.
Lee, William Austin	Wanganui.
Leeds, Alfred Thurlow	Auckland
Le Fevre, John Marston	Dunedin.
Leggett, Arthur Bertram	Wellington.
Lehndorf, Chloe Ruth	Napier.
Leitch, Millicent Emily	Dunedin.
Lenihan, Charles Joseph	Hokitika.
Leo, John	Wellington.
Leonard, Ernest George	Nelson.
Lepine, Arthur Alfred	Auckland.
Le-Pine, Frederick Osborne	Dunedin.
Leslie, Albert George	Lawrence.
Lewis, Arthur Philip	Masterton.
Leyland, Allen Illingworth	Auckland.
Liardet, Leonard Maughan	Stratford.
Littlejohn, Elsie Smith	Dunedin.
Livingstone, Ethel May	Christchurch.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued.*

Candidate.	Examination Centre.
Livingstone, Robert Heaton	Christchurch.
Lloyd, Patrick Joseph	Wellington.
Lockie, Andrew Hamilton	Napier.
Lockwood, May Gladys	Christchurch.
Loftus, Mabel Una	Wanganui.
Logan, Frank Dougal	Auckland.
Lo Keong, Estelle	Dunedin.
Lomas, George Frederick	Dunedin.
Louisson, Leslie William	Nelson.
Lovett, Dulcie Margaret	Invercargill.
Lowden, Leonard Joseph	Dunedin.
Lowe, George Grigg	Christchurch.
Lowe, Rosina Frances	Thames.
Lowe, Violet Hazel	Auckland.
Loy, Elizabeth	Ashburton.
Lucas, Herbert Newey	Christchurch.
Luke, Gabriel Mason	Dunedin.
Luke, Kenneth Ewart	Wellington.
Lusher, Gwendolen Agnes	Auckland.
Lusty, Alice	Nelson.
Lyders, Helga Mabel	Dunedin.
Lynch, Henry Kildare	Wellington.
Mabin, Bruce Alfred Augustus	Wellington.
Mabson, Maud Emily	Invercargill.
MacAllister, Gilbertina	Napier.
Macalister, Robert Lachlan	Blenheim.
Macan, Charles Gray	Invercargill.
McArthur, Alfred	New Plymouth.
McArthur, Elizabeth	Timaru.
McAuley, Francis Henry	Oamaru.
McBeath, Gordon	Dunedin.
Macbeth, Arabella	Whangarei.
McCabe, Augustine Edward Basil	Auckland.
McCabe, Bernard Charles Alton	Nelson.
McCallum, John Gordon	Christchurch.
McCallum, Margaret Rebecca	Blenheim.
McCallum, Martha	Blenheim.
McCarrison, Helen	Wellington.
McCarroll, Sarah Adeline	Whangarei.
McCarthy, Veronica	Auckland.
McCartney, Malcolm	Invercargill.
McClintock, William Gordon	Timaru.
McClurg, Gladys Muriel	Ashburton.
McClymont, Grace	Invercargill.
McColl, Alex Bastin	Wellington.
McConville, Peter	Auckland.
McConnell, Robert William	Wellington.
McCormick, Daniel Thomas	Wanganui.
McCown, Thomas William	Auckland.
McCrory, Arthur	Auckland.
McCulloch, Elizabeth Oliver	Oamaru.
McDonald, Catherine Isabella	Dunedin.
Macdonald, Edith Dean	Auckland.
McDonald, Elizabeth McLeod	Christchurch
McDonald, Helen Bruce	Wanganui.
Macdonald, John Murray	Invercargill.
Macdonald, Mary	Timaru.
Macdonald, Reginald Henry	Auckland.
McDonald, Stanley Hone	Dunedin.
McDowall, Samuel	Wellington.
McDowell, Edith Martha	Invercargill.
Mace, Dorothy Catherine	New Plymouth.
McEldowney, William Robert	Auckland.
McElligott, Thomas Richard	Wellington.
McElwain, Ivy	Auckland.
McElwain, Myrtle	Auckland.
McEwan, Edith Craig	Napier.
McFarland, Kenneth James	Auckland.
McFarland, Robert Duffus	Auckland.
McGaughran, Edward Emmett	Dannevirke.
McGechie, John William	Auckland.
McGrane, John Thomas	New Plymouth
McGrath, Kevin Izod	Wellington.
McIndoe, Norman	Auckland.
McIntyre, Hugh	Dunedin.
McIver, James Alexander	Dunedin.
Mackay, Clara Isabel	Dunedin.
Mackay, Donald	Dunedin.
McKay, Donald	Timaru.
McKay, Douglas Leslie	Greymouth.
McKay, Helen Mary	Auckland.
MacKay, John Robert	Invercargill.
McKenzie, Alexander John	Dunedin.
Mackenzie, Charlotte Elizabeth	Nelson.
McKee, Frederick George	Nelson.
McKenzie, George Douglas	Invercargill.
Mackenzie, John	Dannevirke.
McKenzie, Lionel Alexander	Invercargill.
McKenzie, Mary Boyne	Masterton.
Mackenzie, Ronald Francis	Auckland.
McKenzie, Thomas	Invercargill.
McKibbin, Victor James	Timaru.
Mackie, Howard James	New Plymouth.
McKie, Lillie Isabella	Invercargill.
Mackie, Stanley Gordon Dall	Invercargill.
McKinnon, Margaret Jane Weir	Whangarei.
Mackisach, Kathleen Elizabeth	Dunedin.
Macky, Nora	Auckland.
McLaughlin, Daniel	Stratford.
McLean, Douglas Rawei	Dunedin.
McLean, Elizabeth Margaret Roy	Auckland.
McLean, Thomas Duncan	Wellington.
McLeary, John James	Wellington.
McLeod, Catherine Muir	Gore.
McLernon, Leslie Somers	Napier.
Macline, Alexander Jocelyn	Christchurch.
McLiver, Finlay Donald	Auckland.
McManemin, Francis Eugene	Auckland.
McMaster, Lendrick	Masterton.
McMillan, Helen Edith	Christchurch.
McMillan, Jessie Gertrude	Lawrence.
McMillan, Thomas Scott	Lawrence.
McMillan, William Joseph	Timaru.
McPherson, Delia Harvey	Auckland.
Macpherson, Natalie Blanche	Dunedin.
McRae, Gordon Egmont	Nelson.
McRae, John McGregor	Ashburton.
Macsporran, Grace Gordon	Auckland.
Maher, Michael	Wellington.
Mahony, Mabel Annie	Wanganui.
Makeham, Charles Edgar	Wellington.
Malone, Maggie	Wanganui.
Malone, Terence	Nelson.
Mander, Merrial Winifred	Nelson.
Mangin, Orton Avona	Napier.
Manners, Arthur Edgar	Westport.
Marks, Rowland Oswold Collin	Auckland.
Marlow, Christopher Dominic	Dunedin.
Marsden, Joseph Stanley	Wellington.
Marshall, Edith Elizabeth	Rangiora.
Martin, Cora	Thames.
Martin, Raymond	Greymouth.
Martin, William Arthur Gordon	Gore.
Mason, Violet Mary	Invercargill.
Massam, Joseph Arthur	Auckland.
Massey, Edith Frances	Auckland.
Matheson, Leslie	Auckland.
Matheson, Mary Isabel	Invercargill.
Mathieson, Alfred James	Invercargill.
Max, Margaret Olive	Nelson.
Maxwell, James Ernest	Christchurch.
Maxwell, Mary	Christchurch.
May, Leslie	Thames.
May, Ruth Miriam	Auckland.
Mayer, John	Timaru.
Maze, Norman	Timaru.
Mazengarb, Reginald Muller	Dunedin.
Mead, Campbell Vincent	Nelson.
Mead, Mary Gertrude	Whangarei.
Menneer, Frederick	Christchurch.
Meredith, Lionel James	Aratapu.
Merton, Sybil Mary	Christchurch.
Metcalfe, Elizabeth Jane	Invercargill.
Middlemas, Noel Allan	Auckland.
Miles, Eric Gordon	Timaru.
Miles, Melvina Antoinette	Christchurch.
Millar, Stanley Clark	Invercargill.
Miller, Claude Oswald	Dunedin.
Miller, Edith Phœbe	Masterton.
Miller, Malcolm Balgownie	Palmerston North
Miller, Percy William	Christchurch.
Miller, Ronald	Masterton.
Millier, Marjory Ethel	Napier.
Milligan, Lilian	Invercargill.
Milligan, Robert Roy Douglas	Oamaru.
Millington, Robert Perrett Taipo	Greymouth.
Mills, Ethel Gertrude	Christchurch.
Mills, Eva Bowman	Nelson.
Mills, Frederick William	Dannevirke.
Mills, Graham Alexander	Nelson.
Mills, John Edmund	Wellington.
Mills, William Hawke	Invercargill.
Milne, Hector Munro	Masterton.
Milner, Charles Edward Claud	Wellington.
Mitchall, Mary	Whangarei.
Mitchell, Charles Newey	Blenheim.
Mitchell, George	Dunedin.
Mitchell, Leslie Ross Eugene	Invercargill.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued.*

Candidate	Examination Centre.
Molloy, Charles Joseph	Auckland
Molloy, Mary	Christchurch.
Monaghan, Charles Edward	Wellington.
Monk, William Ernest	New Plymouth.
Montagu, Grace Maud	Greymouth.
Montgomery, Edith Baron	Wellington.
Montgomery, Emily Mary	Wellington.
Moore, Annie Beatrice	Auckland.
Moore, Isabel	Auckland.
Moore, Sarah Elizabeth May	Gisborne.
Morecraft, Muriel Ivy	Hawera.
Morgan, Elizabeth Emily	Marton.
Morgan, Garland Oswald	Hawera.
Morgan, Herbert Lewis	Napier.
Morgan, Kathleen	Gisborne.
Moroney, Denis Thaddeus	Balclutha.
Morris, Brenda Maud	Dunedin.
Morris, Dora Ellen	Christchurch.
Morris, Herbert Sydney William	Auckland.
Morrison, Gordon Leslie	Wellington.
Morrison, Thomas Hugh	Dannevirke.
Morrow, Thomas James	Dunedin.
Moss, Leyon Miall	Dunedin.
Mossman, Burton Alfred Roe	Nelson.
Moyna, Emily Alice	Christchurch.
Moynihan, Humphrey Edward Dillon	Dunedin.
Muirhead, Alexander John	Dunedin.
Mulgan, William Richard	Wellington.
Mulholland, Hugh	Dunedin.
Munro, John Donald Ross	Palmerston North.
Munro, Joyce	Nelson.
Munro, Mabel	Oamaru.
Murphy, James Hamilton	Auckland.
Murphy, John	Wanganui.
Murphy, Peter Joseph	Oamaru.
Murray, Aileen Maybird	Masterton.
Murray, Colin Campbell	Auckland.
Murray, Keith Day Pierce	Auckland.
Murray, Mary Edith Elizabeth	Masterton.
Murray, Ralph Michael James	Auckland.
Murtagh, Emma Jane	Hawera.
Napier, David George	Christchurch.
Nairn, Lionel Douglas	Wellington.
Nairn, Lucy Amelia	Auckland.
Neal, Charles Herbert	Napier.
Neal, Marion Jacob Wilkins	Auckland.
Neal, William Charles	Napier.
Needs, Robert Alexander	Oamaru.
Neilson, Leslie Robert	Wanganui.
Neilson, Peter Edward	Timaru.
Neilson, Winifred	Wanganui.
Neumann, Monica Magdalen	Blenheim.
Newell, Charles Reginald	Auckland.
Newton, Howard	Nelson.
Nichol, Rutherford	Oamaru.
Nicholas, Gregory James	Palmerston North.
Nicoll, Harriette Annie	Christchurch.
Nichols, Margarita Elizabeth	Lawrence.
Nilson, James Graham	Auckland.
Nisbet, Thomas Holmes	Dunedin.
Noble, Ethel Mary	Reefton.
Norrie, John Henry Bambridge	Christchurch.
Norrie, Roland Edwin	Lawrence.
Norrish, Daisy Patience	Timaru.
North, Esther Mary	Wellington.
Nugent, John Somerville	Dunedin.
O'Brien, Daniel	Auckland.
O'Brien, Francis James	Wellington.
O'Brien, Mary Ellen	Nelson.
O'Connell, Leonard Jack	Nelson.
O'Connor, Catherine	Christchurch.
O'Connor, Daniel Joseph	Auckland.
O'Connor, John Francis	Wanganui.
O'Connor, Thomas Roderick	Stratford.
O'Donnell, Mary	Greymouth.
O'Donoghue, Bridget Margaret Mary	Blenheim.
O'Donoghue, David	Napier.
O'Donoghue, Marguerite Alice	Whangarei.
O'Donoghue, Michael Francis	Timaru.
O'Dowd, John Patrick	Wellington.
Offwood, Annie Ellen	Christchurch.
Ogilvie, Wilfred McIntosh	Auckland.
Ohlson, Eric Mervyn Darrack	Auckland.
Oliver, Eric	Ashburton.
Oliver, Eunice Rebecca	Masterton.
O'Meara, Percival Arthur	Auckland.
O'Neill, Blanche Evelyn	Hamilton.
Onions, Hilda Gladys	Hamilton.
Opie, Ronald	Christchurch.

Candidate.	Examination Centre.
Orbell, Ivan Douglas Scott	Oamaru.
O'Reilly, Francis John	Wellington.
O'Rourke, Ellen	Napier.
Osborne, Arthur Henson	Auckland.
O'Shea, Kathleen May	Auckland.
O'Sullivan, Mary Anesia	Hokitika.
O'Sullivan, Una Mary	Hokitika.
Otley, George	Christchurch.
Otley, Sydney	Christchurch.
Packwood, Roland Harry	Christchurch.
Palmer, William Rodney Pitt	Wanganui.
Parfitt, Arthur Francis	Greymouth.
Parker, Hildred Agnes	Dannevirke.
Parmenter, Emilie May	Invercargill.
Parry, John Asher	Auckland.
Paterson, Henry Louis	Dunedin.
Paterson, Stanley Logan	Christchurch.
Paton, Herbert Stuart	Invercargill.
Paton, Kenneth Edward Stafford	Oamaru.
Patterson, Lavinia Catherine	Auckland.
Patterson, Robert Adams	Napier.
Paulin, Vera Sophia	Dunedin.
Paulsen, Norman Matthias	Dannevirke.
Paynter, Sarah Ruby	Nelson.
Pearce, Arthur Hambley	Whangarei.
Pearce, Myrtle	Christchurch.
Pearce, Walter Hambley	Whangarei.
Peart, Cuthbert Blenkiron	Nelson.
Pegg, Henry Arnold	Wellington.
Pegg, Kenneth Chapman	Wellington.
Pegler, Benjamin Thomas	Auckland.
Penlington, George Felgate	Christchurch.
Percy, Leonard Murray	Ashburton.
Perkins, Cyril Alexander Robinson	Dunedin.
Perrin, Charles George	Palmerston North.
Perry, Madeline Rose	Dunedin.
Peters, Walter Rankin	Auckland.
Pfeifer, Josephine	Hokitika.
Phillips, Harold	Nelson.
Phillipson, Olive	Auckland.
Philpot, Owen Jackson	Auckland.
Philpott, Mary Mitchell	Invercargill.
Philpotts, Charles Joseph	Dunedin.
Phipps, Doris Douglas	Auckland.
Pickering, Ida	Auckland.
Piddington, Vera Isabel Thomson	Dunedin.
Piercy, Mabel Hilda	Palmerston North.
Pinder, Constance Marshall	Napier.
Le Pine, Inez Edna	Auckland.
Pinder, Fanny	Napier.
Pinel, Oswald John	Dunedin.
Pirrit, Bella	Auckland.
Pirrit, George	Auckland.
Pirrit, Ruth	Auckland.
Pitt, Violet Maud	Napier.
Playne, Clarence James	Wellington.
Poff, Leo John	Wellington.
Pole, Clarence Edwin	Palmerston North.
Pollen, Arthur Hugh	Wellington.
Ponder, Arthur Osborne	Christchurch.
Poole, Philip Alfred	Invercargill.
Pope, Langley Efford	Dunedin.
Poppelwell, George Xavier Bell	Napier.
Portas, George Patrick	Napier.
Porteous, Mary Agnes	Invercargill.
Porter, George Basil Lee	Palmerston North.
Portman, Victor Bernard	Wellington.
Potts, Elizabeth Agnes	Lawrence.
Prain, George Gordon	Dunedin.
Prain, Harry Forbes	Dunedin.
Prebble, Jane Winifred	Christchurch.
Prentice, John Sutherland	Dunedin.
Price, Gertrude	Auckland.
Price, John Willoughby	Auckland.
Prideaux, Francis William Harrison	Stratford.
Priest, Morgan Whitaker	Stratford.
Priest, Peter John	Dannevirke.
Priestley, Horace George Minett	Wanganui.
Prince, Grace	Wellington.
Probert, Isabel Emma	Auckland.
Pullar, Annie Chapman	Gore.
Pullar, Robert Gardiner	Dunedin.
Purdie, William Alexander	Christchurch.
Quinn, Annie	Auckland.
Quinn, Henry Edward Patrick	Auckland.
Rabbidge, Leslie Leonard	Dunedin.
Rabone, Clarence Noble	Blenheim.
Rabone, Thomas Cedric Victor	Blenheim.
Rae, Duncan	Invercargill.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued.*

Candidate.	Examination Centre.
Rae, Elizabeth	Invercargill.
Rae, Thomas Handley	Thames.
Ramsay, Jane Gardner	Napier.
Ramsden, Clement George	Wellington.
Rankin, Elsie Elizabeth	Auckland.
Rasmussen, Henry Peter	Wellington.
Rea, Francis James	Invercargill.
Read, Frank Stanley	Auckland.
Ready, Harold	Christchurch.
Redpath, George	Gisborne.
Reid, Gordon Stuart	Dunedin.
Reid, John Stuart	Dunedin.
Renton, James	Dunedin.
Renton, Phyllis Annie	Nelson.
Revell, George Charles	Auckland.
Reynolds, Oswald Bertram	Invercargill.
Rhodes, Eric George	Auckland.
Rhodes, Eric Houghton	Auckland.
Rhodes, Lawrence Arthur	Dunedin.
Rice, Eric John Guthrie	Wanganui.
Richards, Henry Stokes	Rangiora.
Richardson, George	Invercargill.
Riddick, Charles Harry	Wellington.
Ridgway, Alfred Charles	Napier.
Rigg, Albert Bell	Masterton.
Risk, Clara Redman	Westport.
Robb, Malcolm	Auckland.
Robertson, Albert William	Nelson.
Robertson, Charles Drummond	Invercargill.
Robertson, Jeannie McBey	Dunedin.
Robertson, Susan Annie	Auckland.
Robinson, Barbara Jane	Greymouth.
Robinson, Dorothy Kirsteen	Christchurch.
Robinson, Frank	Blenheim.
Robson, Allan Bailey	Thames.
Robson, George Trevor	Auckland.
Roche, John Denis	Wanganui.
Roche, Norah Mary	Hawera.
Rochford, James	Wellington.
Rochfort, Frank	Christchurch.
Rochfort, Henry	Christchurch.
Roe, Leila Annie Newsome	Auckland.
Roe, William Briggs	Gisborne.
Rogen, Arthur Frederick	Nelson.
Rogers, Daniel James	Auckland.
Rogers, Lancelot Anthony	Napier.
Rogers, Madeline Brockway	Auckland.
Rogers, Mary Myrtle	Auckland.
Romans, Louisa Annie Henrietta	Arrowtown.
Rose, Margaret Elsie	Invercargill.
Ross, Evelyn Constance	Ashburton.
Ross, Gracie Mary	Invercargill.
Ross, Hilda	Dannevirke.
Ross, Kenneth	Napier.
Rotherham, Hazel	Auckland.
Rowe, George Stennis	Lawrence.
Rowe, Lilian Jane	Invercargill.
Rowland, Cicily Mary	Oamaru.
Rowley, Everard Oswald	Auckland.
Roydhouse, Arthur Payton	Masterton.
Ruck, Frederick Arthur	Christchurch.
Rule, William	Wanganui.
Russell, Edwin John	Auckland.
Russell, Janet Ivy	Masterton.
Russell, Leslie Raymond	Palmerston North.
Rust, Gordon James	Whangarei.
Ryan, Alfred	Auckland.
Ryan, Bernard James	Wellington.
Ryan, Keith Henry	Dannevirke.
Ryan, Patrick James	Wellington.
Ryan, William Charles	Wellington.
Ryder, Elaine May	Christchurch.
Ryland, Florence Hephzibah	Christchurch.
Salmon, Cedric Whitby	Wellington.
Salmond, John Arthur	Invercargill.
Salmond, William Guthrie	Wellington.
Sampson, Gerard William	Greymouth.
Sampson, William	Invercargill.
Sandel, Elsa	Nelson.
Sargent, John Alexander	Hawera.
Sarten, Lawrence Frederick	Wanganui.
Satchell, Agnes Emily	Christchurch.
Saunders, Majorie Rose	Christchurch.
Sawers, Lucy Marion Love	Invercargill.
Saxon, Gwendoline Minnie von Tunzelmann	Nelson.
Scarlett, Margaret Louisa	Reefton.
Schlaepfer, Carl	Auckland.
Schoen, Reginald Hugo	Dunedin.

Candidate.	Examination Centre
Scott, Alexander Samuel	Wellington.
Scott, Arthur Tennyson	Auckland.
Scott, Eric Arthur	Gore.
Scott, John Alexander	Auckland.
Scott, William Aitchison	Dunedin.
Scoular, Stuart	Dunedin.
Scrymgeour, David Neil McCullock	Dunedin.
Scully, Joseph	Auckland.
Searle, Ernest Albert	Oamaru.
Seay, Alexandrina Mee	Christchurch.
Seddon, George Hume	Auckland.
Seddon, Gertrude Stella Mary	Auckland.
Sefton, William Frederick	Auckland.
Selby, Albert	Masterton.
Senior, Charles Hastings Alexander	Auckland.
Seymour, Bessie Jean	Christchurch.
Shain, Gertrude Annie	Nelson.
Shain, Henry Alan	Nelson.
Shakes, Harry George	Wellington.
Shannon, John Allen	Hokitika.
Sharman, Sydney James	Balclutha.
Shaw, Catherine Stewart	Invercargill.
Shaw, Ethel	Dunedin.
Shaw, Livingstone Burns	Auckland.
Shaw, Mabel Gertrude	Christchurch.
Shearer, Isodore Duncan	Dunedin.
Shepherd, Mildred Florence	Palmerston North.
Shields, Henry Edwin	Christchurch.
Shine, Nora	Auckland.
Shone, Florence Emily	Nelson.
Sievwright, Archibald Burnett	Wellington.
Silvester, Vera	Auckland.
Simmons, William Raphael	New Plymouth.
Simpson, John	Auckland.
Simpson, William Henry	Wellington.
Sinclair, Cecil Margaret	Gore.
Sinclair, Jessie Alice Margaret	Palmerston North.
Sirett, Gordon Leslie	Rangiora.
Sissons, Barbara Mary	Whangarei.
Skelton, William Godfrey	Christchurch.
Slevin, Franz Roering	Auckland.
Sloss, Eleanor	Christchurch.
Smallfield, Eric Jackson	Auckland.
Smart, John Sutherland	Dunedin.
Smith, Cecil McLean	Dunedin.
Smith, Cedric	Invercargill.
Smith, Clarence Leonard Charles	Palmerston North.
Smith, Edwin Dolby	Timaru.
Smith, Frances Nannie O'Hara	Nelson.
Smith, Fred	Dunedin.
Smith, Gladys Kate	Christchurch.
Smith, Grace Montgomery	Naseby.
Smith, Harold Hooper	Wanganui.
Smith, Jane	Dannevirke.
Smith, Joseph Gordon	Auckland.
Smith, Leonard	Wellington.
Smith, Mabel	Thames.
Smith, Mary Melville	Naseby.
Smith, May Alice	Ashburton.
Smith, Rachel	Christchurch.
Smith, Robert William	Dannevirke.
Smyth, Samuel Baldwin	Oamaru.
Sneddon, Nesbit Colin	Auckland.
Snell, Edward Diment	Auckland.
Soames, Arnold Winter	Christchurch.
Sole, Leslie Perry	New Plymouth.
Soppett, Margaret Eileen	Hamilton.
Sorensen, Lilian Ivy	Palmerston North.
Southern, Grace	Invercargill.
Southey, Charles Carrington	Tauranga.
Southgate, Ida Charlotte	Oamaru.
Spain, Eric Fabian	Dunedin.
Spears, William Henry	Dunedin.
Speight, Robert James	Auckland.
Spencer, Earle	Christchurch.
Spencer, Frederick Montgomery	Wanganui.
Spencer, Harold Percy	Auckland.
Spencer, Jane	Invercargill.
Spillane, Johanna	Wellington.
Sproat, Olive Campbell	Invercargill.
Stacey, Daisy Hilda Kelly	Auckland.
Stack, John Dominick	Auckland.
Stafford, Charles Thomas	Marton.
Stansell, Florence Edith	Levin.
Staunton, James	Invercargill.
Stead, James Lang	Invercargill.
Stedman, Gerald Lomax	Napier.
Steel, Christina	Invercargill.
Steel, Leslie Harvey	Ashburton.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued*.

Candidate.	Examination Centre.
Steele, James Ballantine	Auckland.
Steele, Robert Blackwood	Auckland.
Stephens, Aubrey Counsell	Dunedin.
Stephens, Gwyndolyn Lillian	Auckland.
Stevens, Brenda Edith	Hamilton.
Stevens, Flora Isabel	Wellington.
Stevens, Herbert Morris	Dunedin.
Stevens, Mary Elizabeth	Masterton.
Stevens, Sydney Foster	Nelson.
Stevenson, Elsie Miriam	Christchurch.
Stevenson, Roy Hunter	Dunedin.
Stewart, Albert Clarke	Wellington.
Stewart, Annie Downie	Invercargill.
Stewart, Earl	Dunedin.
Stockman, Kumara Charles	Wellington.
Storkey, Percy Valentine	Napier.
Stretton, Ernest Claude	Auckland.
Stringer, Thomas Henry	Auckland.
Stitt, Annie Beatrice	New Plymouth.
Sturtevant, Fannie Dorothy	Dunedin.
Suckling, Clement Arthur	Christchurch.
Sustins, Nolan	Christchurch.
Sutherland, Frank Emanuel	Auckland.
Sutherland, Ruby Augusta Elizabeth Annie	Invercargill.
Sutton, Margaret Bertha	Auckland.
Sutton, Victor Avelyn	Masterton.
Swales, William Roy	Auckland.
Sweeney, Imelda Anne	Dunedin.
Sykes, Elsie Blanche	Thames.
Symes, Bradlaugh	Stratford.
Symons, Sara Helena Bernice	Dunedin.
Tait, Harold Douglas	Oamaru.
Tait, Helen Margaret	Invercargill.
Tait, John	Dunedin.
Tangney, Bartholomew	Invercargill.
Tanner, Ella Rebecca	Tauranga.
Tappin, George	Wanganui.
Taylor, Florence Theresa	Napier.
Taylor, Guy	Auckland.
Taylor, Harold Herbert	Dannevirke.
Taylor, Helen	Dunedin.
Taylor, Henry Morgan	Christchurch.
Taylor, Lionel George	Lawrence.
Taylor, Myrtle Elza	Gore.
Taylor, William	Rangiora.
Telfer, Violet Mildred	Whangarei.
Thatcher, Amy Violet	Timaru.
Thomas, Marjorie Hettie	Christchurch.
Thomas, Teresa Florence	Nelson.
Thompson, Elizabeth Clark	Dunedin.
Thompson, Eric Dudley	Christchurch.
Thompson, Frederick George Sydney	Rangiora.
Thompson, Frederick Norman	Palmerston North.
Thompson, Henry James	Napier.
Thompson, John Robert Alexandra	Oamaru.
Thompson, John Stanley	Rangiora.
Thompson, Louis Allwyn	Wanganui.
Thompson, William Phillips	Napier.
Thomson, Alice Louisa	Greymouth.
Thomson, George Herbert	Dunedin.
Thomson, John Henry	Dunedin.
Thomson, Maurice James	Dunedin.
Thorne, Stanley Clayton	Auckland.
Thornton, Onslow Garth	Napier.
Thorp, Mary Josephine	Thames.
Tolley, Jessie	Wellington.
Tolme, Mary Frances	Hawera.
Tonkin, Margaret Boase	Napier.
Topp, Edgar Charles	Rangiora.
Torr, Grace Mildred	Napier.
Treacy, Eileen	Dunedin.
Treloar Ethel	Invercargill.
Trembath, Reginald Carlyle	Auckland.
Tremewan, Maurice Allison	Wanganui.
Tresidder, Allan Leslie	Auckland.
Tresidder, Harry	Auckland.
Tresise, Sydney Arthur	Wellington.
Trouson, Ida Mary	Auckland.
Troy, Margaret Catherine	Greymouth.
Tubman, Grace	Dunedin.
Turnbull, Emily Lambert	Dunedin.
Turner, Georgina Marion	Hokitika.
Turner, Margaret Winifred	Auckland.
Tutton, Fanny Robertha	Rangiora.
Twentyman, John Delabere	Christchurch.
Urquhart, Robert	Auckland.
Vallance, Newton David	Invercargill.
Vause, Harry	Auckland.
Veale, Alice Elizabeth	Auckland.
Veale, Hilda Burt	Dunedin.
Vialoux, Kate Vernon	Auckland.
Vickerman, Arthur Lemon	Nelson.
Vickerman, May Stewart	Auckland.
Viney, Muriel Lydia Pett	Timaru.
Vivian, Herbert	Lawrence.
Vivian, John Alexander Huia	Auckland.
von Keisenberg, Arthur Otto	Masterton.
Vos, Victor Reginald	Thames.
Vyner, Daphne Blyth	Invercargill.
Wade, Eliza Ruth	Christchurch.
Wakelin, Elizabeth Cunningham	Dunedin.
Walker, Joseph	Timaru.
Walker, Leonie Agnes Novella	Lawrence.
Wallace, Hazel	Invercargill.
Walmsley, Edward Benjamin MacGregor	Dunedin.
Walton, Harold Beanland	Dunedin.
Ward, Dorothy Isabel	Auckland.
Ward, Richard Froude	Auckland.
Ward, Thomas Compton	Wellington.
Warren, Kate	Greymouth.
Warren, Robert James	Hamilton.
Warring, Basil	Timaru.
Washer, Ruby Charlotte	Invercargill.
Watkins, Beatrice	Christchurch.
Watkins, Walter James	Dunedin.
Watson, Eva Winifred	Palmerston North.
Watson, Frederick William	Christchurch.
Watson, Gladys Lena	Napier.
Watson, James Browning	Christchurch.
Watson, Kenneth Robert	Nelson.
Watters, Elsie	Dunedin.
Watts, Cyril	Napier.
Watts, Irene May	Auckland.
Waugh, William Noresman	Auckland.
Webb, Beatrice Jane Hampton	Invercargill.
Webley, Albert Edward	Wellington.
Webstor, Francis Robertson	Lawrence.
Webster, Trentham Charles	Auckland.
Weir, Gerald Hill	Dunedin.
Weir, Stanley Francis	Auckland.
Welsh, James	Invercargill.
Welsh, John Francis	Wanganui.
Wenmoth, Ellen Elizabeth	Christchurch.
Westerman, Victor Leonard	Christchurch.
Westfield, Margaret Jane	Dunedin.
Westney, Arthur William	Auckland.
Wheeler, Arthur	Masterton.
Whibley, John Chalmer	Dannevirke.
Whitaker, Cyril George	Greymouth.
Whittaker, Henry Herbert	Dunedin.
White, Allan McGregor	Napier.
White, David	Balclutha.
White, David Nairn	Christchurch.
White, Gladys Clara	Christchurch.
White, Hamish Wilberforce Winsbury	Blenheim.
White, Jeffry Frank Dalziel	Christchurch.
White, Mabel Rebecca	Greymouth.
White, Mackenzie John	Dunedin.
White, Peter George	Westport.
White, William Edward	Nelson.
Whiting, Dorothy Hazel	Auckland.
Whitton, William Robertson	New Plymouth.
Whyte, Alexander Duncan Shanks	Napier.
Whyte, Margaret Anderson	Auckland.
Wiggins, Minnie Isabella	Aratapu.
Wilcox, John Stewart	Auckland.
Wild, Alice Kate	Invercargill.
Wild, Philip	Invercargill.
Wilkins, Elsie Ann	Thames.
Wilkinson, Annie Elizabeth	Christchurch.
Wilkinson, Ernest Charles Beresford	Reefton.
Wilkinson, Ethel Gladys	Whangarei.
Wilkinson, George Edward	Wellington.
Wilkinson, John Arthur	Wellington.
Willcox, Edith	Christchurch.
Willotts, Elizabeth	Hokitika.
Williams, Athol Gothard	Nelson.
Williams, Gascoyne	Blenheim.
Williams, Louisa	Greymouth.
Williams, Margaret Mary	Hokitika.
Williams, Victor Stanmore	Wanganui.
Williamson, Alexander	Dunedin.
Williamson, Hester Sarah	Greymouth.
Williamson, Nora Annie	Auckland.
Willott, Sybil Dorothy	Auckland.
Wilson, Alexander	Napier.

SENIOR FREE PLACES IN SECONDARY SCHOOLS—*continued*.

Candidate.	Examination Centre.
Wilson, Alice	Dunedin.
Wilson, Andrew Bourke	Auckland.
Wilson, Andrew Joseph Tasman	Greymouth.
Wilson, Avice	Auckland.
Wilson, Hilda Mary	Marton.
Wilson, Louis Geldart	Dunedin.
Wilson, Robert Alexander	Auckland.
Wilson, William Eckford	Dannevirke.
Wilton, Elizabeth Irene	Wanganui.
Wilton, Rubina Martha	Masterton.
Wiseman, John Archibald	Dannevirke.
Wiseman, Mabel Dorothy	Napier.
Woebling, John Keith Lyndsay	Dunedin.
Wood, Ada	Auckland.
Wood, Alethea Adelaide Grace Rosa	Dunedin.
Woodham, Mabel	Christchurch.
Woodruffe, Ida	Stratford.
Worley, Clarence Palliser	Nelson
Worrall, Hilda Annie	Auckland.
Worthington, Minna Louise	Auckland.
Wright, Madge Helen	Christchurch.
Wright, Violet Mary	Hokitika.
Wright, Wilfred Thomas Harding	Auckland.
Wyatt, Marcus Edward	Invercargill.
Wylie, Annie	Thames.
Wylie, Olive Elizabeth	Thames.
Wyllie, Eric Melvyn	Stratford.
Young, Alexander Percy	Auckland.
Young, Donald Kerr	Dunedin.
Young, Eric Balfour	Wellington.
Young, Leonard Bartlett Rosevear	Dunedin.
Young, Marie Jeanie	Rangiora.
Young, Mary Isabella	Dunedin.
Young, Thomas Gray	Dunedin.
Youngman, Lucy Myrtle	Arrowtown.
Youngson, William John	Dunedin.

CIVIL SERVICE SENIOR EXAMINATION.

PASSED CIVIL SERVICE SENIOR EXAMINATION.

Name of Candidate.	Examination Centre.
Andrew, Charles Thomas	Wellington.
Ball, Thomas Murdy	Invercargill.
Berendsen, Carl August	Wellington.
Borthwick, Phoebe Fullerton	Christchurch.
Bowen, Harriet Emma	Palmerston N.
Carroll, John Charles	Auckland.
Christophers, Herbert Henry	Invercargill.
Craig, Archibald Wilson	Auckland.
Dowling, John William	Wellington.
Eastick, Gordon Ambrose	Wellington.
Findlay, Walter	Wellington.
Fisher, Charles John	Wellington.
Fitton, Walter Raymond	Wanganui.
Gray, William Moody	Auckland.
Hall, Abraham	Wellington.
Hunter, Scott	Auckland.
Jamieson, Charles Alexander	Wellington.
Judd, Leslie Ernest	Christchurch.
Judkins, William Edwin	Christchurch.
Leary, Leonard Poulter	Palmerston N.
Macalister, Sinclair	Wellington.
Madden, Richard Francis	Wellington.
Maze, Norman	Timaru.
Miller, James	Dunedin.
O'Reilly, Francis John	Napier.
Parton, David Edwin	Masterton.
Payne, Harry Thomas	Blenheim.
Phillips, Frederick Oliver Reuben	Dannevirke.
Prideaux, Francis William Harrison	New Plymouth.
Puttick, Edward	Auckland.
Ryan, William Charles	Palmerston N.
Smith, George Corser	Wellington.
Smyth, Kenneth Hugh	Nelson.
Tate, Arthur Robert Ward	Masterton.
Taylor, Charles Edward	Palmerston N.
Thornton, Onslow Garth	Napier.
Tyrer, Robert Reed	New Plymouth.
Watson, Frederick William	Christchurch.
Wild, Philip	Invercargill.
Newth, Richard Douglas	Wellington.
Pearce, Arthur Hambley	Whangarei.
Pound, Thomas	Auckland.
Robertson, John Hector	Dunedin.
Salmon, Cedric Whitley	Wellington.
Sherwood, Thomas Henry	Wellington.
Thompson, Frederick Norman	Palmerston N.
Tily, Harry Smith	Dunedin.
Williams, Henry	Wellington.
Wogan, Rupert Samuel	Westport.

PASSED IN FIVE SUBJECTS.

Abercrombie, Frederick Norman	Wellington.
Appleton, William	Wellington.
Baird, William George	Wellington.
Barnett, James	Dunedin.
Beasley, Herbert William	Auckland.
Blake, Valentine	Wellington.
Bradley, Henry	Christchurch.
Cooper, Tom Lester	Wanganui.
Dayman, Frank Scott	Wellington.
Downard, Samuel Charles Gower	Wellington.
Ennor, Harrold	Gisborne.
Falconer, William Mowat	Greymouth.
Hall-Jones, William	Wellington.
Hamilton, Hubert Arthur	Wellington.
Hutson, Ivy Irene	Napier.
Jackson, Gordon Francis Welby	Wellington.
McCurdy, Donald Archibald	Wellington.
Macey, Leslie Lancelot	New Plymouth
McLean, Thomas Duncan	Dannevirke.
Mardon, William Henry Thomas	Auckland.
Marshall, Arthur	Wellington.
Marshall, Cecil James Cunningham	Auckland.
Newnham, William Langston	Timaru.

PASSED IN FOUR SUBJECTS.

Anstice, Herbert	Nelson.
Auton, Thomas	Wellington.
Bishop, James Theophilus	Auckland.
Brock, Herbert Frank	Nelson.
Cameron, John Rupert Fraser	Wellington.
Cutforth, Percy	Wellington.
Darby, Owen Ambrose	Wellington.
Dewhirst, Edward	New Plymouth.
Harrison, Stanley Mark	Wellington.
Jack, Helen	Wellington.
Kelly, Bertie Fleming	Wellington.
Kempthorne, Frederic Maurice	Nelson.
McGill, Hugh	Wellington.
McKay, Edwin Colin Murdoch	Dunedin.
Mackay, Thomas Gilbert Campbell	Dunedin.
McLean, Robert Malcolm	Wellington.
Marks, John Reuben	New Plymouth.
Myers, Edwin Ransom	Auckland.
Neilson, Neil Peter	Wellington.
Nelson, David	Gisborne.
Nichols, William Clarence	Dunedin.
Patterson, David	Wellington.
Ramsay, Rollo Alexander	Auckland.
Reynolds, Alfred Ernest	Invercargill.
Roberts, Richard Thomas Candy	Greymouth.
Rhodes, Eric Houghton	Auckland.
Shannon, Herbert George	Dunedin.
Tracy, William Francis	Christchurch.
Waters, Felix Herbert	Wellington.

PASSED IN THREE SUBJECTS.

Albertson, George William	Dunedin
Anthony, Annie Muriel	Wanganui.
Armit, William David	Wellington.
Bridgman, Joseph Thomas	Wellington.
Bristow, Thomas Union	Gisborne.
Caradus, John	Auckland.
Chisholm, Frederick James	Palmerston N.
Combs, Harry Ernest	Wellington.
Duggan, John	Wellington.
Elliffe, George Henry	Wellington.
Fordham, Cedric Victor	Wellington.
Gooch, Arthur Henry	Nelson.
Gow, Stanley Gordon	Christchurch.
Hore, Joseph	Dunedin.
Hudson, Charles	Wellington.
King, Thomas Joseph	Wellington.
Macalister, Robert Lachlan	Blenheim.
McGrath, Kevin Izod	Wellington.
McMullin, Henry James	Christchurch.
Mead, William Perrett	Wellington
Parr, Stephen	Christchurch.
Patrick, Robert Thomas George	Auckland.
Ronaldson, Guy	Wellington.

CIVIL SERVICE SENIOR EXAMINATION—*continued*.

Name of Candidate.	Examination Centre.
Smith, Arthur Clifford	Wellington.
Smith, Stephen John	Wellington.
Tanner, Thomas Henry Musgrave	Auckland.
Vollemaere, Henry Albert	Auckland.

PASSED IN TWO SUBJECTS.

Name of Candidate.	Examination Centre.
Bateman, Harry George	Auckland.
Bradley, Jeremiah	Wellington.
Brooks, Frederick James	Dunedin.
Butcher, Charles Edward	Wellington.
Carmine, Cecil Augustine	Greymouth.
Casserley, Thomas	Wellington.
Copping, Herbert John	Wellington.
Dale, Charles	Greymouth.
Davis, Harold George	Greymouth.
Duscke, Frederick William	Wellington.
Ferguson, Charles Bathgate	Wellington.
Fraer, Albert Vernon	Dunedin.
Gollan, David	Wellington.
Harney, Charles Leopold Landon	Blenheim.
Haszard, Henry Vivian Moore	Auckland.
Huntington, Stanley Hustler	Wellington.
Jenkinson, Edgar Eaton	Wellington.
Keddell, Geoffrey St. Vincent	Masterton.
Kelly, Francis Edward	Wellington.
Knight, Rupert Frederick	Auckland.
Lavery, Robert William	Wellington.
Lynch, Ronald Heriot Irvine	Auckland.
Macmorran, James	Wellington.
Mellsop, Geoffrey Henry Jenner	Auckland.
Miller, Robert John	Wellington.
Moltzen, Charles Henry	New Plymouth.
Petchell, Hugh Cecil	Wanganui.
Reid, Henry Bell	Wellington.
Richards, Thomas	Nelson.
Searell, Stanley Luscombe	Napier.
Slyfield, Robert Gordon	Auckland.
Smith, Harry Louis Percy	Wanganui.
Whyte, Albert William	Wellington.
Wilkinson, John Arthur	Wellington.
Wright, Cecil Marcus	Wellington.
Young, Henry Harben Austen	Christchurch.

TEACHERS' CERTIFICATE EXAMINATIONS.

I.—PASSED FOR CLASS A.

Candidate.	Examination Centre.
Finlayson, Annie Christina	Wellington.

PASSED FOR CLASS B.

Candidate.	Examination Centre.
Beckingsale, Lucy	Dunedin.
Brown, John Bee	Christchurch.
Darrow, Harry Alexander	Auckland.
Goldsman, George John	Timaru.
Grant, Frances Jane	Palmerston N.
Hardy, James William	Dunedin.
Harrison, Charlotte Grant	Dunedin.
Hoult, William Harold	Nelson.
Knapp, Frederic Vincent	Nelson.
Meddins, Olive Mary	Christchurch.
Patterson, Florence Isabella	Auckland.
Phillipps, William	Dunedin.
Ryder, Robert Browne	Christchurch.
Slocombe, Mary Annie	Christchurch.
Williams, Florence Washington Arnold	Christchurch.

PASSED FOR CLASS C.

Candidate.	Examination Centre.
Adkins, John	Auckland.
Allard, Charles Wright	Nelson.
Allen, Constance Mabel	Blenheim.
Andrew, Henry Paul	Auckland.
Anthony, Harriet Blackwood	Christchurch.
Atkinson, Thomas Samuel	Christchurch.
Auld, James Alexander	Wanganui.
Bagley, Leith Valentine	Dunedin.
Baird, Agnes Ramsey	Nelson.
Battersby, Eleanor Beatrice	Auckland.
Bayly, Robert Horatio Roy	Auckland.
Beeson, Charles Basil	Thames.
Benson, Herbert Norman	Napier.
Binsted, Henry	Auckland.
Birss, William	Auckland.
Bishoprick, Charles	Auckland.
Blackie, Helen Wingate	Dunedin.
Blackmore, Nora	Timaru.
Blake, Bertie Newman Thornton	Wellington.
Blakey, Frank Ernest	Auckland.
Borthwick, James Bibb	Christchurch.
Boswell, Edward Blair Buchanan	Westport.
Bowden, Alfred Norman	Auckland.
Boyce, Charles George Morton	Nelson.
Brewer, Lottie	Wellington.
Brooks, Jessie Jeffcoate	Auckland.
Buchler, Arthur Owen	Palmerston N.
Bullen, Frederick Richard Sherrar	Auckland.
Burn, Edgar Huie	Dunedin.
Cameron, Lilly Isabella	New Plymouth.
Campbell, Christina	Dunedin.
Campbell, Donald Roderick Frank	Auckland.
Campbell, Eliza Amy	Napier.
Campbell, Fernley Charlwood	Christchurch.
Campbell, Mary Innes	Auckland.
Casey, Mary	Greymouth.
Clark, Ada	Auckland.
Clemance, Winifred Mary	New Plymouth.
Cliffe, Albert Stephen	Auckland.
Cockroft, George Walter	Invercargill.
Colhoun, John Smith	Auckland.
Collins, Edith Charlotte	Auckland.
Combs, Frank Livingstone	Auckland.
Cooke, Montague Percy	Timaru.
Copland, Catherine	Timaru.
Cormack, Isabella	Dunedin.
Cox, William Lomis	Auckland.
Cross, Alexander James	Timaru.
Curteis, William Arthur	Auckland.
Daly, John Thomas	Christchurch.
Davie, Victoria Robina	Dunedin.
Davies, Constance Ellen	Nelson.
Dickie, Agnes	Invercargill.
Dix, Alice Elizabeth	Greymouth.
Downard, Frederick Newman Reeve	Auckland.
Dyson, Stanley Wilson	Nelson.
Easdale, Mildred Janet Newton	Nelson.
Elder, Violet	Dunedin.
Ellison, Lionel Edwin	Dunedin.
Firth, Clara Jane	Wanganui.
Fleming, James	Dunedin.
Ford, Margaret Orr Traill	Dunedin.
Forsyth, Donald Eric	Nelson.
Foss, Reginald John	Masterton.
Foster, Margaret Greig	Christchurch.
Fraser, Ethel May	Auckland.
Gabites, Frederick George	Palmerston N.
Gant, Albert Henry	Auckland.
Garry, Francis Albert	Napier.
Gavey, Annie Langford	Auckland.
Gelling, William Mansfield	Auckland.
Gordon, Elizabeth	Invercargill.
Gow, Alexander	Christchurch.
Graham, Charles Henry Edger	Christchurch.
Graham, William George	Auckland.
Gray, James Hawthorne	Napier.
Griffin, Ethel Charlotte	New Plymouth.
Hall, William Arthur	Nelson.
Hamilton, Gordon Kerr	Auckland.
Hare, Frederick Wilmot	Auckland.
Harrison, Rupert Philemon Charles	Auckland.
Henderson, George Macdonald	Wellington.
Hill, Hollis James	Nelson.
Hook, Alfred Charles	Auckland.
Hughes, Margaret	Nelson.
Hunt, Florence Maud	Timaru.
Hurley, Irene Norma	Dunedin.
Irvine, Thomas	Christchurch.
Irwin, Major George	Dunedin.
Isherwood, Grace Isabella	Dunedin.
Jaffrey, Henry Cecil	Auckland.
Jannings, Frederick Charles	Palmerston N.
Judkins, Alfred John Thomas	Auckland.
Judkins, William Edwin	Christchurch.
Kaye, William Thomas Oliver	Dunedin.
Kemp, Stanley Morgan	Napier.
Kennedy, Alexander Smillie	Timaru.
Kennedy, Hans	Invercargill.
Kent, Florence Evelyn	Christchurch.
Kerr, Matthew James	Christchurch.
Kibblewhite, Kate Elizabeth	Dunedin.
Killen, John	Auckland

TEACHERS' CERTIFICATE EXAMINATIONS—*continued.*

Candidate.	Examination Centre.
Large, George Ephraim	Auckland.
Latham, Robert	Auckland.
Lawless, Cyril Norman	Dunedin.
Leary, Bridget	Timaru.
Le Gallais, Leddra	Auckland.
Leslie, David Ernest	Blenheim.
Lewis, Annie Marie Leach	Greymouth.
Liggins, Charles William	Napier.
Livingstone, Hugh Alexander	Christchurch.
Long, Mary Ann	Dunedin.
Lyons, Esther Daisy Eliza	Christchurch.
McCullough, Samuel	Christchurch.
McElwain, Ruby Marie	Auckland.
McEwen, Malcolm Roger	Wanganui.
MacKenzie, Janet Craig McKutcheon	Nelson.
Mackie, William White	Dunedin.
Mackisack, Eleanor Willson	Dunedin.
McLean, Islay	Dunedin.
Malcolm, Robert Andrew	Palmerston N.
Manson, Jessie	Dunedin.
Marriott, Gladys Eva	Christchurch.
Marshall, Gladys Mary	Christchurch.
Marshall, James Edwin	Nelson.
Martin, Mary Jane	Christchurch.
Martin, William	Dunedin.
Marwick, Jane	Dunedin.
Masefield, John	Auckland.
Maxwell, Alfred Charles	Christchurch.
Mickle, Paul Alexander Douglas	Masterton.
Miles, Iris Hannah Longhurst	Christchurch.
Miller, James	Auckland.
Miller, Violet Margaret	Auckland.
Millington, Ellen	Auckland.
Morland, Thomas Arthur	Christchurch.
Murdoch, Albert	Whangarei.
Nelson, James	Dunedin.
Nicol, Vera	Dunedin.
Nolan, Bessie Margaret	Auckland.
Osborn, Frank Edwin	Christchurch.
Osborne, Fanny Marie	Invercargill.
Park, William Fraser	Dunedin.
Penlington, Benjamin	Christchurch.
Penlington, Henry Frank	Christchurch.
Penlington, William Arthur Greener	Auckland.
Pike, William Henry	Christchurch.
Poole, William Elgar	Nelson.
Potter, Nellie Ada Minnie	Auckland.
Reid, Robert Theodore	Auckland.
Reynolds, Arthur Edward	Auckland.
Ridling, Randolph Gordon	Auckland.
Robbie, George Alexander	New Plymouth
Robinson, Ernest Tudor	Auckland.
Robson, Mary Cooke	Wanganui.
Rowe, Adrian Manfred	Auckland.
Seddon, Dorothy Margaret	Auckland.
Scott, Augustus Nixon	Auckland.
Scott, Margaret Roberta	Auckland.
Scott, Mary	Dunedin.
Shroff, Kate Sherin May	Auckland.
Shroff, Maud Ada	Auckland.
Skinner, Percy Filmer	Auckland.
Smart, David Lowson	Auckland.
Smith, Hugh Parker	Palmerston N.
Soar, James	Invercargill.
Speight, Hubert	Napier.
Stevenson, Andrew	Wellington.
Stevenson, Jane	Timaru.
Stewart, Robert	Timaru.
Sullivan, Andrew James	Thames.
Tait, Allan George	Timaru.
Taylor, Fanny Jewell	Thames.
Teesdale, Jacob Tallentire	Whangarei.
Thompson, Robert John	Christchurch.
Thorne, Jessie Laura	Auckland.
Todd, Beatrice Ellen Octavia	Dunedin.
Toswill, Ellen Maude	Christchurch.
Totman, Leonard White	Auckland.
Turkington, Samuel	Wanganui.
Turner, George Alexander	Dunedin.
Vuglar, James	Wanganui.
Ward, Emily Rosena	Dunedin.
Warnock, Selina Maude	Christchurch.
Webster, Arthur	Auckland.
Webster, Harold Edward	Auckland.
Weir, Christina	Dunedin.
White, Alfred Thomas	Nelson.
Wickes, Arthur John	Greymouth.
Williamson, Alexander Hogg	Dunedin.
Wilson, Charles	Auckland.
Wilson, Frank Reginald	Auckland.
Wilson, George	Auckland.
Wilson, James Francis	Westport.
Wilton, Isabel Annie	Wanganui.
Winfield, Thomas Baddar	New Plymouth.
Woodhouse, Henrietta	Dunedin.

PASSED FOR CLASS D.

Candidate.	Examination Centre
Ambrose, Clarice Mary	Christchurch.
Anderson, Ethel Gertrude	Napier.
Andrews, Agnes Cora	Christchurch.
Baird, Mary	Invercargill.
Barlow, Emma Frances	Nelson.
Barron, Isabella Fanny	Invercargill.
Barton, Frazer Burnett	Dunedin.
Bartrum, Charlotte Amy Dorothy	Christchurch.
Belton, Joseph	New Plymouth.
Bent, Ethel Winifred	Auckland.
Bettjemann, Adelina	Westport.
Billens, Kathleen	Palmerston N.
Blair, Robert Louis Delap	Dunedin.
Borrie, Jessie May	Dunedin.
Borrie, John Arthur	Dunedin.
Bradfield, Rosetta Agnes	Dunedin.
Brennand, Basil	New Plymouth.
Brown, Mary	Dunedin.
Browning, Joseph	Palmerston N.
Burke, Mary	Dunedin.
Caddick, Alfred Edward	Wellington.
Caldwell, Florence Annie	Auckland.
Carrick, Honora Mary	Westport.
Carthew, Eveline Maud	Palmerston N.
Cartwright, Elizabeth Jane Bingham	Wanganui.
Caskey, Margaret	Timaru.
Chapman, Florence Maud	Masterton.
Clark, Margaret	Auckland.
Clayton, Ruth Lilian Gertrude	Wanganui.
Cleveland, Rita Violet	Wellington.
Closs, William Osborne	Dunedin.
Coleman, Grace Lily	New Plymouth.
Colquhoun, Mary Houston	Dunedin.
Cooke, Florence Winifred	Wellington.
Cornes, Henry Alexander	Auckland.
Cornish, Lily Maude	Dunedin.
Crombie, Jane McChesney	Timaru.
Currie, Kathleen Annie Mary	Auckland.
Cushen, John Alfred	Invercargill.
Cussen, Kathleen	Gisborne.
Dagg, Lucinda Rosa	Masterton.
Dallas, Thomas White	Dunedin.
Darling, Rose	Dunedin.
Davis, Thomas Beveridge	Dunedin.
Dempsey, Hectorine Emma	New Plymouth.
Dobson, Myra	Christchurch.
Donne, Archibald Harry	Christchurch.
Donohue, Edward Joseph	Dunedin.
Donovan, Mary Ellen	Auckland.
Earle, Mabel Jane	Auckland.
Farnie, Violet Cheyne	Timaru.
Ferguson, Evelyn Mary Constance	Auckland.
Finney, Richard Henry Buckingham	Dunedin.
Frazer, Ellen Frances	Dunedin.
Gibbons, Naomi Irene	Thames.
Gifford, James Robert Aird	Invercargill.
Gillespie, Dorothy Helen	Christchurch.
Gillman, Winifred Mary	Auckland.
Gordon, William Patterson Pollock	Palmerston N.
Haggett, Doris Evelyn	Wellington.
Hannay, Amelia Willan	Napier.
Hannken, Wilfred Philip	Auckland.
Hart, Lilian Annie	New Plymouth.
Hastings, Margaret Esther	Dunedin.
Hayes, Mahala Lily	Dunedin.
Hefford, Jane Elizabeth	Auckland.
Henderson, Douglas Dalrymple	Wanganui.
Hendry, George McInnes	Auckland.
Henry, James Alexander	Invercargill.
Hewetson, Kathleen Mary	Nelson.
Hill, Charlotte Hilda	Nelson.
Hill, Ethel Ilma	Nelson.
Hill, Jessie Amelia	Westport.
Hogg, Hilda Mary	Gisborne.
Horrell, Elsie May	Christchurch.
Howell, Winifred Nancy Hinds	Timaru.
Humphreys, Georgina Florance	Napier.
Hunt, Lorna Alice	Timaru.
Hutcheson, Margaret	New Plymouth.
Hynes, Rose Imelda	Nelson.
Jackson, Herbert Wesley	Wanganui.
Jacobsen, Alice Grace	Auckland.
Jamieson, Margaret	Palmerston N.
Jennings, Margaret Eileen	Invercargill.
Johns, William Francis	Auckland.
Johnston, Janet	Nelson.

TEACHERS' CERTIFICATE EXAMINATIONS.—*continued*.

Candidate.	Examination Centre.
Jones, Violet May	Timaru.
Jory, Constance Maud	Auckland.
Kane, Thomas	Westport.
King, Edmund Arthur	Masterton.
King, Eleanor May	Stratford.
King, Margaret	Auckland.
Ladley, Olive May	Nelson.
Lancaster, Thomas Leonard	Palmerston N.
Langdon, Arthur	Auckland.
Larsen, Richard Christian	Masterton.
Lawton, Herbert Wesley	Auckland.
Lea, Sarah Ellen Barker	Wellington.
Lightbourne, Reuben Charles Derham	Palmerston N.
Lind, Magdalene	Invercargill.
Litten, Alice Ivy	Auckland.
Lord, George Henry	Auckland.
Lucas, Annie Louise	Christchurch.
Lucas, Ella Gertrude	Blenheim.
Macalister, Ria	Blenheim.
McAlister, Ruby Elizabeth	Napier.
McBride, Annie	Christchurch.
McCorkindale, Elizabeth Lillias	Dunedin.
McDiarmid, Norah Gertrude	Dunedin.
Macdonald, Kate	Napier.
Mackay, Isabella	Dunedin.
McKellar, Ethel Emma	Dunedin.
McKenzie, Isabella Margaret	Dunedin.
McLellan, Ellen	Dunedin.
McLellan, Grace Young	Napier.
McMurtrie, Alexander Ferguson	Dunedin.
McNaughton, Daisy Ellen	Napier.
McNaughton, Margaret	Invercargill.
Mahon, Rose Millicent	Auckland.
Maindonald, Henrietta Lucrece	Christchurch.
Martyn, Laura	Hokitika.
Mathieson, Wilhelmina Brown	Dunedin.
Melville, Isabelle	Auckland.
Metson, James	Timaru.
Miller, James McKerrow	Dunedin.
Miller, Jane	Invercargill.
Milne, Annie Jane	Dunedin.
Mitchell, Maggie	Auckland.
Moffatt, Grace	Auckland.
Molloy, John Joseph	Auckland.
Monro, Agnes Stewart	Auckland.
de Montalk, Emily Littre	Auckland.
Moore, Frederic William	Christchurch.
Morcom, Annie Elizabeth	Blenheim.
Moriarty, Mennie	Hokitika.
Morris, Thirza Sarah	Dunedin.
Nelson, Hannah Cathcart	Christchurch.
O'Brien, Florence	New Plymouth.
O'Neill, Maud	New Plymouth.
Ormandy, Elsie Matilda	Christchurch.
Perham, Ruth Estelle	Auckland.
Pettit, Jessie Henrietta	Nelson.
Phillips, Annie Amanda	Wanganui.
Piggot, Theodora Elizabeth	Auckland.
Pryde, Alice	Dunedin.
Redgrave, Katharine Gertrude	Nelson.
Ritchie, Helen	Christchurch.
Robertson, Thomas Gilbert	Dunedin.
Robinson, Arthur Henry	Dunedin.
Robson, Bertha	Christchurch.
Rockel, Max Eugene Carnarvon	Palmerston N.
Ross, Adelaide Winifred	Palmerston N.
Rowntree, Ethel	New Plymouth.
Ryan, Agnes	Auckland.
Scheidt, Elisabetha	Palmerston N.
Sergeant, Blanche Eva	Auckland.
Shepherd, Frederick Henry Manson	Auckland.
Short, Millicent Annie Lucinda	Auckland.
Sinclair, Violet Blanche	Dunedin.
Smith, Annie Fisher	Dunedin.
Smith, Elizabeth Crockett Lowe	Palmerston N.
Smith, Ethelwyn Morley	Christchurch.
Smythe, Madeline Elizabeth Crawford	Auckland.
Stace, Iva Muriel	Wellington.
Stewart, Jeanie December	Timaru.
Strack, Constance Taiaroa	Wanganui.
Strong, Lavinia Jane	Auckland.
Suisted, Florence Mary Agnes	Westport.
Swan, Helen Bina Manson	Dunedin.
Tawhiri, Riwai Hiwinui	Gisborne.
Taylor, Rose Alice	Westport.
Thompson, Bertha Houston	Napier.
Thornton, Marion Gilchrist	Wellington.
Thwaites, Alice Gertrude	Christchurch.
Turner, Fanny May	Nelson.
Tyerman, Marjorie Grace	Wanganui.
Upton, Frederick George	Auckland.
Walton, William Llewellyn	Dunedin.
Warner, Helen Agnes	Christchurch.
Webber, John Oswald	Auckland.
Webster, Elizabeth Neil	Christchurch.
Westrup, Agnes Catherine Iva	Wellington.
Wild, Leonard John	Invercargill.
Wilkins, Thomas Jaques Cuthbert	Christchurch.
Williamson, Agnes	Timaru.
Wilson, Janet Campbell	Dunedin.
Wilson, Robert Noble	Invercargill.
Wilson, Ruth	Christchurch.
Winter, George	Nelson.
Wix, Agnes Charlotte	Dunedin.
Wood, Ernest Alex	New Plymouth.
Woodhouse, Margaret Agnes	Dunedin.
Woodhouse, Maude Ellen	Napier.
Yesberg, Sarah	Timaru.
Ziesler, Freja Lina	Timaru.

II.—OBTAINED "PARTIAL PASS" FOR CLASS B.

Candidate.	Examination Centre.
Eastwood, Ada	Wanganui.
Foley, Hugh	Auckland.
Strack, Constance Taiaroa	Wanganui.

OBTAINED "PARTIAL PASS" FOR CLASS C.

Candidate.	Examination Centre.
Aiken, Janet Mary	Christchurch.
Allan, John Morrison	Dunedin.
Arnott, May Ferguson	Christchurch.
Baird, Mary	Invercargill.
Barak, Mary Caroline	Masterton.
Barrell, Arthur Frederick	Christchurch.
Bell, Alexander (ii)	Auckland.
Benjamin, Frank	Christchurch.
Bishop, Stanley Joseph	Christchurch.
Blair, Gertrude Lois	Dunedin.
Boswell, James	Thames.
Bowbyes, Alfred Clarence	Christchurch.
Brown, Daniel Chadwick	Auckland.
Browning, Joseph	Palmerston N.
Burnside, Margaret	Dunedin.
Burton, Percy Robert	Auckland.
Chaplin, Wilfred Theodore	Napier.
Chapman, Florence Maud	Masterton.
Corbett, Robert John	Thames.
Cornish, Henry Havelock	Dunedin.
Crisp, Colin Raymond Russell	Auckland.
Cullen, Arthur Richard	Napier.
Cullen, Gladys	Christchurch.
Dale, Annabelle Stuart	Auckland.
Dalziel, Catherine Annie	Christchurch.
Dean, James	Auckland.
Downard, Henry John Finch	Auckland.
Dyer, Henrietta Eva	Christchurch.
Early, Edith	Christchurch.
East, Alfred Francis Drake	Gisborne.
Evans, William James	New Plymouth.
Fair, George Osmond	Nelson.
Featherstone, Arthur	Invercargill.
Fifield, Amy Elizabeth	Christchurch.
Finlayson, John Herbert McWilliam	Wellington.
Ford, Norah Bayley Isabella	New Plymouth.
Gibbons, Naomi Irene	Thames.
Gilchrist, William	Invercargill.
Gilmour, William Orr	Timaru.
Harris, Richard John	Auckland.
Hastings, Margaret Esther	Dunedin.
Hewetson, Kathleen Mary	Nelson.
Higgins, Vivian	Wellington.
Hills, Charles Cleaver	Palmerston N.
Hitchcock, Mary Lavinia	Wellington.
Hogwood, Edward James Leslie	Auckland.
Holdaway, Helen Frances	Nelson.
Holland, Dorrice Mary	Christchurch.
Hudson, Edward Varley	Napier.
Hutton, Ella Bannatyne	Dunedin.
Irwin, Robert	Nelson.
Irwin, Samuel John	Christchurch.
Jackson, Joseph	Christchurch.
Jacobs, Annete Marjorie	Christchurch.
Johnson, Minnie Maria	Auckland.
Kane, Thomas	Westport.
Kean, Balfour	Wellington.
King, Herbert William	Christchurch.
Koller, Frederick Robert	Gisborne.
Lace, Bessie	Christchurch.
Leech, Joshua Smith	Auckland.
Lorking, Sidney Ernest	Auckland.
McCallum, Adina	Whangarei.
McCarthy, Claude	Christchurch.
McCaul, Enid Isabella	Wellington.
McClune, Hugh Frederick	Auckland.
Macfarlane, Samuel George	Christchurch.

TEACHERS' CERTIFICATE EXAMINATIONS—*continued*.

Candidate.	Examination Centre.
McGrath, Francis	Auckland.
MacKay, Edward Hugh	Auckland.
McKeown, Blaikley Alexander	Christchurch.
McLellan, Ella	Dunedin.
McPadden, Winifred	Westport.
Maindonald, Henrietta Lucrece	Christchurch.
Mark, Louis James	Auckland.
Mason, Henrietta Rex	Wellington.
Menzies, Margaret	Christchurch.
Messenger, Ernestine Rhoda Gay	Masterton.
Meyenberg, Arthur Maurice	New Plymouth.
Middleton, May Isabel	Dunedin.
Miller, Jessie Ross	Dunedin.
Moir, Margaret Walker	Dunedin.
Moodie, John	Dunedin.
Morgan, Louisa	Napier.
Morgan, Richard William	Christchurch.
Morland, Charles James	Christchurch.
Morris, Thirza Sarah	Dunedin.
Morrison, Elizabeth Stewart	Invercargill.
Nairn, John Ralph	Palmerston N.
Neale, Clara Isabel	Dunedin.
Nicoll, Mabel Grace	Wellington.
Oram, Harry	Christchurch.
Paterson, Jessie	Dunedin.
Paul, Eliza Ferguson Mary Hume	Dunedin.
Phillips, Henry Vincent	Wellington.
Purves, Thomas Burton	Dunedin.
Rapley, Ivy Mary Ann	Wanganui.
Renner, Charlotte Friedericka	Wellington.
Robertson, Harriet Miller	Dunedin.
Robson, John Templeton	Wanganui.
Rogers, Bertha Freeman	Christchurch.
Rogers, Marmaduke	Nelson.
Rogers, Walter John	Christchurch.
Ross, Fanny Lethbridge	Wanganui.
Ross, Margaret Ellen	Napier.
Sargison, James Henry	Dunedin.
Sarten, Lilias Grace	Wanganui.
Scott, Charles Edward	Auckland.
Scott, Jane Clark	Dunedin.
Sheppard, Albert Lewin	Auckland.
Sims, Arthur Vickery	New Plymouth.
Sinclair, Constance	Dunedin.
Slowey, Teresa Mary Patricia	Westport.
Smart, John Thomas	Timaru.
Squire, Donald Stanley Byron	Auckland.
Stratford, Herbert Addison	Blenheim.
Tawhiri, Riwai Hiwinui	Gisborne.
Taylor, Minnie Isabel	Auckland.
Thornton, Edith Miriam	Christchurch.
Thurston, Daniel Peter	Napier.
Thwaites, Alice Gertrude	Christchurch.
Voss, Johann	Christchurch.
Walters, Edward Hatherly	Wellington.
Warn, John Martin	Auckland.
Warner, Frederick Stephen Holloway	Christchurch.
Watson, Lancelot	Christchurch.
Werry, Alfred Ernest	Timaru.
West, Isaac Moody	Wanganui.
Wight, George Findon	Auckland.
Wilks, Doris Emily	Auckland.
Williams, Lily Church	Christchurch.
Williamson, Grace Annie	Wellington.
Wilson, Henry Leonidas	Napier.
Wilson, Mary Jane Kennedy	Auckland.
Wilson, Ruth	Christchurch.
Wilson, William Crawford	Auckland.
Woodham, Ailé	Palmerston N.
Yortt, Caroline Elizabeth	Palmerston N.
Young, Helen Agnes	New Plymouth.

PARTIAL PASS FOR CLASS D.

Candidate.	Examination Centre.
Aitken, Alison Dick Lockhead	Christchurch.
Allan, Doris Napier	Dunedin.
Anderson, Margaret	Timaru.
Andrews, Elsie Euphemia	New Plymouth.
Antill, Marjory Jean	Wellington.
Arnott, May Ferguson	Christchurch.
Atkinson Agnes Anne	Wellington.
Austin, Leslie Gordon	Christchurch.
Barker, Meta	Auckland.
Bates, Cyril Palmer	Wanganui.
Baylis, Olive Ethel	Invercargill.
Beilby, George Howard	Westport.
Bell, Alice	Whangarei.
Benge, Lorna Ruby	Auckland.
Benton, Arthur	Auckland.
Berntsen, Mary Eliza	New Plymouth.
Black, Hilda	Nelson.
Blackett, Isabella Hume	Auckland.
Bland, Elsie May	Wanganui.
Blank, Albert Raymond	Christchurch.
Borthwick, James	Dunedin.
Boswell, Charles Wallace	Auckland.
Brew, Frederick Chadwick	Auckland.
Brockliss, Alice Mary	Auckland.
Buchanau, Marion Agnes	Timaru.
Bull, Evelyn Frances	Auckland.
Burden, Mary Witherden	Napier.
Cameron, Annie Roberta	Invercargill.
Cameron, Hannah Eleanor	Whangarei.
Choat, Ethel Regina	Christchurch.
Clarke, Mary Annie Cecelia	Masterton.
Collins, Mary	Dunedin.
Cowie, Norman Andrew McLeod	Invercargill.
Cuttle, Ivy	Dunedin.
Davey, John Douglas	Christchurch.
Dean, Ivy Maud	Auckland.
Dixon, Annie Mary	Blenheim.
Dixon, Dorothy Strong	Greymouth.
Dixon, Ellenor	Hokitika.
Down, Alice	Christchurch.
Eagar, Edward Fitzgerald	Wellington.
Fathers, Harold Thomas Malcolm	Wellington.
Fletcher, Gertrude	Christchurch.
Florance, Robert Handley	Christchurch.
Floyd, Alfred Barrett	Thames.
Forrest, Susan Barrie	Auckland.
Fossey, Walter Thomas	Auckland.
Fraser, Christina Adelaide	Blenheim.
Garmson, Christina Isabel	Invercargill.
Garrey, Phoebe	Dunedin.
Gaudin, Grace Beatrice	Wellington.
Gilmore, Nellie	Auckland.
Goodwin, Frank Russell	Auckland.
Grant, Annie Jones	Auckland.
Gray, Louie	Timaru.
Gray, Margaret	Dunedin.
Green, Alice Mary	Dunedin.
Griffiths, George Frederick	Invercargill.
Griffiths, Gwladys Irene Kathleen	Auckland.
Grigg, Stella	Auckland.
Gutry, George Albert	Auckland.
Haldane, Janet Minnie	Nelson.
Hall, Arthur James	Auckland.
Hall, Harry Frederick	Auckland.
Hamerton, Isabella Dorothy	Wanganui.
Hansen, Mary	Wellington.
Harden, Cecil John	Whangarei.
Hastings, Angela	Dunedin.
Hawke, John Peter	Dunedin.
Hayden, Mary	Auckland.
Hewlett, Mary Elvin	Nelson.
Hill, Constance	Masterton.
Hind, Florence Mary	Wellington.
Hogwood, Annie Isobel Maude	Auckland.
Honeyfield, Violet Susie	Wanganui.
Hooper, John Edward	Nelson.
Horneman, Flora Marion	Auckland.
Jamieson, Catherine	Palmerston N.
Jamieson, Mary Helen Isabella	Invercargill.
Jones, Constance Evelyn	Nelson.
Jordan, James Garfield	Nelson.
Kinimonth, Helen Mary	Christchurch.
Kirby, Alban Michael	Dunedin.
Labes, Albert Augustus	Invercargill.
Ladley, Ada Blanche Eunice	Blenheim.
Lawry, Nora Ellen	Auckland.
Lewis, Phyllis	Nelson.
Longley, Arthur William Sharland	Napier.
Louch, Isabella	Auckland.
Lowe, Francis Edwin	Auckland.
Luke, Bertha Alice	Dunedin.
Lynskey, Agnes Ann	Christchurch.
Macalister, Itta	Blenheim.
McCarthy, Anne Helena	Dunedin.
McClure, Vida Eunice Agnes	Dannevirke.
Macdonald, Christina (ii)	Wanganui.
McGonagle, Caroline Minnie	Palmerston N.
Mackay, Gladys Dagma	Wellington.
Mackay, May Cochrane	New Plymouth
McKinnon, Roderick Angus	Thames.
McLaughlin, Alice	Wanganui.
McLean, Jessie Mary	Auckland.
McLean, Ivy Letitia Irene	Nelson.
McPherson, Donald Albert	Auckland.
Main, Agnes	Dunedin.
Makeig, Grace Helena	Christchurch
Malone, Michael	Greymouth.
Marryatt, Ivy Annie	Dunedin.
Marwick, Ethel	Dunedin.

TEACHERS' CERTIFICATE EXAMINATIONS—*continued.*

Candidate.	Examination Centre.
Mason, Henrietta Rex	Wellington.
Maxwell, Barbara	Wellington.
Merrington, Alfred Richard	Auckland.
Mitchell, Emily	Dunedin.
Mooney, Thomas Bernard F.	Auckland.
Morgan, Amy Bertha Brotherton	Christchurch.
Moxham, Ruth May	Wellington.
Murphy, Arthur Philip	Wellington.
Murphy, Eleanor Mary	Dannevirke.
Murray, Ruth Blanche	Auckland.
Neilson, Florence	Wanganui.
Noone, Isabella	Dunedin.
Oakley, Helen Agnes	Dunedin.
O'Connor, Maurice James	Timaru.
Olansen, Bertha	Wellington.
O'Malley, Margaret	Christchurch.
Osborn, Ernest George Hayward	Christchurch.
O'Sullivan, Agnes Elvira	Blenheim.
Palmer, Constance Minnie	Nelson.
Parkinson, Arnold Edward Henry	Wellington.
Parr, Cuthbert	Timaru.
Patterson, Edward John Dillon	Auckland.
Pelvin, Jessie	Timaru.
Pendergrast, Harold Edwin	Auckland.
Pitt, Norah Violet	Auckland.
Player, Winifred Gladys	Blenheim.
Proudlock, Margaret	Timaru.
Quilter, Margaret	Dunedin.
Radford, Mary Elizabeth	Westport.
Reeves, William Henry	Timaru.
Reid, Marion	New Plymouth.
Renner, Charlotte Friedericka	Wellington.
Rishworth, Jane Gladys Spiers	Dunedin.
Robertson, Charles	Wanganui.
Robertson, Douglas Leslie	Dunedin.
Roche, Jane	Dunedin.
Ross, Gertrude Ethel	Auckland.
Rowe, Alfred Cochrane	Invercargill.
Russell, John Witworth	Wanganui.
Russell, Lilly	Auckland.
Sapsford, Elsie Florence Lou	Christchurch.
Scully, Rachel Blanche	Dunedin.
Shaw, Margaret Jane	Dunedin.
Siddells, Ethel Maud	Wanganui.
Silvester, Eveline	Wellington.
Slater, William Turner	Dunedin.
Smale, Lily Ann	Napier.
Smart, Elsie Gladys	Napier.
Smith, Frances Harriet	Invercargill.
Squire, Maud Helen	Christchurch.
Stace, Iva Muriel	Wellington.
Stevens, Mary Elizabeth	Invercargill.
Strack, George Sainsbury	Wanganui.
Suckling, Gertrude Annie	Christchurch.
Tooman, Francis	Auckland.
Troy, Ellen Nora	Hokitika.
Walton, Sarah Olive	Auckland.
Webster, Robert Stephen	Auckland.
West, Martha Charlotte	Palmerston N.
White, Percy Henry	Dunedin.
Wiesner, Rosa Bertha	Nelson.
Williams, Ethel Dagmar	Dunedin.
Wilson, Mabel	Palmerston N.
Wishart, Alice Ethel	Thames.
Wood, Lily May	Christchurch.
Wright, Bridget	Dunedin.
Wright, Eliza Jane	Invercargill.
Wright, Kate Roberta	Timaru.
Young, Ida	Auckland.

III.—PASSED IN FIVE SUBJECTS OF THE EXAMINATION FOR CLASS C.

MacKellar, Lena Mary	Wellington.

PASSED IN FOUR SUBJECTS.

Badger, Hilda Mary	Auckland.
Campbell, Helen Marion	Wanganui.
Dougherty, Alice	Wellington.
Howe, Edwin	Auckland.
Labes, Albert Augustus	Invercargill.
McLoughlin, Elizabeth Mabel	Thames.

PASSED IN THREE SUBJECTS.

Candidate.	Examination Centre.
Allan, Orlanno Lincoln	New Plymouth.
Anderson, Peter Johan	Dunedin.
Antill, Marjory Jean	Wellington.
Borrie, John Arthur	Dunedin.
Broun, James Scotter	Auckland.
Campbell, John (iv)	Christchurch.
Clark, Alexander	Invercargill.
Clayton, Ruth Lilian Gertrude	Wanganui.
Collis, William Francis	Auckland.
Cowles, Amy Louise	Nelson.
Cutler, Thomas Edward	Christchurch.
Dean, William Ferrier	Auckland.
Dunning, Alec Carson	Auckland.
Farquharson, Janet Helen	Dunedin.
Finlayson, Janet Alice	Wellington.
Fraser, Whampoa	Dunedin.
Gates, Thomas Adkisson	Christchurch.
Gaudin, Grace Beatrice	Wellington.
Gibb, Annie Helen	Dannevirke.
Grant, John Black	Dunedin.
Hall, Alfred Joseph Charles	Auckland.
Hawkes, Eliza Anne	Whangarei.
Johnson, Joseph Benjamin	Auckland.
Jones-Parry, Robert	Auckland.
Keane, Jeremiah	Wellington.
King, Minnie Helen	Wellington.
Kysh, Frederick William	Auckland.
Lawn, George	Nelson.
McChesney, Hugh	Invercargill.
McIntosh, Margaret Eliza	Dunedin.
Mackay, Leslie Donald	Invercargill.
Martin, William George	Wanganui.
Marwick, Ethel	Dunedin.
Masson, William	Whangarei.
Maze, Eliza Ann	Timaru.
Menzies, Catherine	Christchurch.
Murray, Ethel May	Dunedin.
Pattle, Olive Emma	Christchurch.
Pinbey, Ellen Gertrude	Wellington.
Rasmussen, Mary Catherine	Westport.
Reese, Marion (ii)	Christchurch.
Saxon, Harriet Louisa	Timaru.
Seyb, Elizabeth	Christchurch.
Shepherd, Frederick Henry Manson	Auckland.
Smith, Adelaide Maud	Auckland.
Smith, Edward	Invercargill.
Smith, Mabel	Christchurch.
Sproat, William Albert	Dunedin.
Strack, Conrad Harry Excelsior	Wanganui.
Thompson, Ethel	Dannevirke.
Thompson, Lydia Constance	Palmerston N.
Vellenoweth, Jessie	Auckland.
Wilmot, David Henry	Nelson.
Wilson, Marion	Dannevirke.
Wood, Lily May	Christchurch.
Woods, Llewellyn	Dunedin.

PASSED IN TWO SUBJECTS.

Allen, Margaret Gordon	Invercargill.
Ambridge, Edith Ethel	Gisborne.
Andrews, Agnes Cora	Christchurch.
Armit, Katherine Napier	Wellington.
Armstrong, Mary Conboy	Masterton.
Baigent, Beatrice Lillian Muriel	Nelson.
Baird, Mary Louisa	Timaru.
Barrett, Richard James	Dunedin.
Benner, Maud Charlotte	Auckland.
Bryant, James Thomas	Dunedin.
Bryce, Margaret Jean	Palmerston N.
Burge, Agnes Hilda	Wellington.
Carter, Elsie	Wellington.
Cartwright, Elizabeth Jane Bingham	Wanganui.
Clay, George Edward	Auckland.
Cussen, Kathleen	Gisborne.
Dagg, Lucinda Rosa	Masterton.
Edwards, Alice	Christchurch.
Ellis, Leonard Richmond	Christchurch.
Evans, Dafydd Pugh	New Plymouth.
Faram, Frank Coe	Napier.
Fegans, Frances Marline	Dunedin.
Finch, Thomas	Thames.
Gayne, Violet Emily	Wellington.
Grant, Mary Alexandra	Palmerston N.
Gray, Alfred	New Plymouth
Hastings, Angela	Dunedin.
Hosking, George Frederic Charles	Auckland.
Hughie, Annie	Christchurch.
Iorns, Ivy Phoebe	Masterton.
Jackson, Patrick Montague	Nelson.
Kay, Florence Esther	Masterton.
King, Edmund Arthur	Masterton.
Loan, Marion Sandilands	Dunedin.
Mackay, Gladys Dagma	Wellington.
McLaren, William	Dunedin.

TEACHERS' CERTIFICATE EXAMINATIONS—*continued.*

Candidate.	Examination Centre.
McPherson, Jeanie Chalmers	Dannevirke.
MacRae, Rebecca Finlayson	Dunedin.
Matier, John	Christchurch.
Moir, James	Dunedin.
Morgan, Alice Frances	Christchurch.
Morice, George William	Gisborne.
O'Brien, Maud Montagu	Nelson.
Overton, George Ernest	Dunedin.
Paterson, Lily	Christchurch.
Pearson, Robert Steele	Christchurch.
Perham, Ruth Estelle	Auckland.
Pettit, Jessie Henrietta	Nelson.
Piggott, Ellen Mary	Auckland.
Renton, William	Timaru.
Revell, Percy	Christchurch.
Roberts, William Parker	Auckland.
Robinson, Elizabeth Alice	Auckland.
Sheriff, Eliza Grant	Dunedin.
Stephens, Thomas James Osborne	Christchurch.
Stormont, Florence Maude	Wellington.
Street, Samuel William	Nelson.
Tempero, Emma Caroline	Dunedin.
Thomas, Richard Edwin	New Plymouth.
Thompson, Phoebe Clarissa	Palmerston N.
Thornton, Marion Gilchrist	Wellington.
Trouland, Honora Bella	Greymouth.
Ullmer, Frederica	New Plymouth.
Webb, Hilda May	Wellington.
Westrup, Agnes Catherine Iva	Wellington.
Whalley, George Ethelbert	Palmerston N.
Wild, Leonard John	Invercargill.

PASSED IN ONE SUBJECT.

Candidate.	Examination Centre.
Allan, Doris Napier	Dunedin.
Alley, Amy Jane	Christchurch.
Arthurson, Ettie Browne	Dunedin.
Blennerhassett, Emily	Wanganui.
Bradstock, Leonard Ballard	Wellington.
Clark, William Henry	Wellington.
Coombe, Jessie Williamina	Auckland.
Craig, Sarah Margaret	Christchurch.
Down, Alice	Christchurch.
Doyle, Teresa	Westport.
Eagan, Victoria Helena Winifred	Christchurch.
Flamank, Oscar Davis	Auckland.
Gerrand, Percy Augustus	Auckland.
Goodall, Alexander	Timaru.
Gordon, Jane Young	Palmerston N.
Graham, Catherine Alexandra Charlotte de Grammont	Dunedin.
Hardy, Florence Frances	Auckland.
Haydon, Thomas Bernard	Wellington.
Hewlett, Edith Maude	Nelson.
Horrell, Elsie May	Christchurch.
Howell, Winifred Nancy Hinds	Timaru.
Jameson, Esther Doris	Christchurch.
Jones, George Adams	Masterton.
Kennedy, Mary Jane	Invercargill.
King, Margaret	Auckland.
Lenihan, James	Invercargill.
McDougall, Isabel	Dunedin.
McElroy, John	Auckland.
McGregor, Isabella	Dunedin.
McLean, Annie Jane	Christchurch.
MacLennan, Effie Wilhelmina	Wellington.
McRae, James	Napier.
Marriott, William George	Timaru.
Marryatt, Ivy Annie	Dunedin.
Maxwell, Barbara	Wellington.
Mead, Beatrix	Wellington.
Molloy, John Joseph	Auckland.
Murdoch, Sarah	Invercargill.
O'Brien, Grace Ellen	Nelson.
Oliver, Eleanor Amy Elizabeth	Timaru.
Palmer, Constance Minnie	Nelson.
Pearce, Elsie Minter	Auckland.
Robertson, Thomas Gilbert	Dunedin.
Silcock, Frederick Arthur	Christchurch.
Sinclair, Jeins Spiers	Auckland.
Stone, Alfred Ernest	Auckland.
Stout, Thomas	Christchurch.
Sutherland, Elizabeth Jane	Timaru.
Taylor, Robert Moncrieff	Timaru.
Thomas, Joseph Wilkins	New Plymouth.
Thompson, Kate Eliza	Nelson.
Trevena, Albert James	Palmerston N.
Turner, Fanny May	Nelson.
Warner, Helen Agnes	Christchurch.
Watts, Amy Edith	Auckland.
Wilkins, Thomas Jaques Cuthbert	Christchurch.
Wilson, Robert	Dunedin.
Worboys, Joseph Harrison	New Plymouth.
Wright, Jane	Auckland.
Yesberg, Sarah	Timaru.
Young, Margaret Catherine	Dunedin.

IV.—SPECIAL MENTION.

Baird, Agnes Ramsay, Nelson, French, Class C.

Baird, Mary, Invercargill, model-drawing, Class D.

Bagley, Leith Valentine, Dunedin, logic, Class C.

Belton, Joseph, New Plymouth, elementary botany, Class D.

Bowbyes, Alfred Clarence, Christchurch, agricultural chemistry, Class C.

Brooks, Jessie Jeffcoate, Auckland, general agriculture, Class C.

Browning, Joseph, Palmerston North, blackboard drawing, Class D.

Burn, Edgar Huie, Dunedin, agricultural zoology, Class C.

Choat, Ethel Regina, Christchurch, blackboard drawing, Class D.

Combs, Frank Livingstone, Auckland, psychology and ethics, Class C.

Corbett, Robert John, Thames, agricultural chemistry, Class C.

Cornes, Henry Alexander, Auckland, geography, model-drawing, Class D.

Dallas, Thomas White, Dunedin, geometrical drawing, Class D.

Dean James, Auckland, English language and literature, Class C.

Elder, Violet, Dunedin, Latin, Class C.

Fathers, Harold Thomas Malcolm, Wellington, blackboard drawing, Class D.

Fossey, Walter Thomas, Auckland, blackboard drawing, Class D.

Gavey, Annie Langford, Auckland, model-drawing, arithmetic, Class D.

Gordon, Elizabeth, Invercargill, principles and history of education, Class C.

Gow, Alexander, Christchurch, English language and literature, Class C.

Grant, Frances Jane, Palmerston North, elementary human physiology, Class D.

Grant, John Black, Dunedin, agricultural chemistry, Class C.

Green, Alice Mary, Dunedin, brush-drawing, Class D.

Griffiths, George Frederick, Invercargill, book-keeping and commercial correspondence, Class D.

Henderson, George Macdonald, Wellington, physiography, Class C.

Hickey, Stella, Christchurch, book-keeping, Class D.

Hogg, Hilda Mary, Gisborne, writing, Class D.

Hooper, John Edward, Nelson, French, Class D.

Horrell, Elsie May, Christchurch, blackboard drawing, Class D.

Hynes, Rose Imelda, Nelson, blackboard drawing, Class D.

Irvine, Thomas, Christchurch, pure mathematics, Class C.

Jones, Violet May, Timaru, geography, Class D.

Jory, Constance Maude, Auckland, English, Class D.

Lace, Bessie, Christchurch, writing, Class D.

Lancaster, Thomas Leonard, Palmerston North, model-drawing, Class D.

Lawless, Cyril Norman, Dunedin, general agriculture, Class C.

Lea, Sarah Ellen Barker, Wellington, English, mathematics, English history and civics, Class D.

Liggins, Charles William, Napier, dairy-work, Class C.

Lucas, Annie Louise, Christchurch, blackboard drawing, Class D.

McAlister, Ruby Elizabeth, Napier, freehand drawing, Class D.

McCarthy, Anne Helena, Dunedin, writing, Class D.

McIntyre, John, Timaru, writing, Class D.

Martin, William, Dunedin, heat and light, pure mathematics, Class C.

Maxwell, Barbara, Wellington, shorthand, Class D.

Meddins, Olive Mary, Christchurch, logic, Class C.

Millington, Ellen, Auckland, French, Class C.

Moore, Frederic William, Christchurch, blackboard drawing, Class D.

TEACHERS' CERTIFICATE EXAMINATIONS—*continued*.

Morice, George William, Gisborne, pure mathematics, Class C.

Mullany, Teresa, Dunedin, freehand drawing, English, Class D.

Peele, Mildred Ethel, Christchurch, writing, Class D.

Penlington, Henry Frank, Christchurch, general agriculture, Class C.

Penlington, William Arthur Greener, Auckland, Latin, Class C.

Quilter, Margaret, Dunedin, French, Latin, geography, English, mathematics, Class D.

Rockel, Max Eugene Carnarvon, Palmerston North, freehand drawing, Class D.

Ryder, Robert Browne, Christchurch, general agriculture, Class C.

Sherriff, Eliza Grant, Dunedin, English language and literature, Class C.

Speight, Hubert, Napier, agricultural botany, English language and literature, Class C.

Strong, Lavinia Jane, Auckland, model-drawing, Class D.

Suckling, Gertrude Annie, Christchurch, model-drawing, Class D.

Suisted, Florence Mary Agnes, Westport, model-drawing, Class D.

Tait, Allan George, Timaru, general agriculture, Class C.

Taylor, Minnie Isabel, Auckland, English language and literature, Class C.

Thompson, Robert John, Christchurch, general agriculture, Class C.

Tosswill, Ellen Maude, Christchurch, English language and literature, Class C.

Turner, George Alexander, psychology and ethics, Class C.

Warnock, Selina Maude, Christchurch, English language and literature, Class C.

Watson, Lancelot, Christchurch, English language and literature, Class C.

Watt, Ina Christina, Wellington, model-drawing, Class C.

Westmoreland, Gladys May, Napier, writing, Class D.

Wiesner, Rosa Bertha, Nelson, brush-drawing, Class D.

Wilkins, Thomas Jaques Cuthbert, Christchurch, geology, Class D.

Williams, Florence Washington Arnold, Christchurch, agricultural botany, Class C.

Wilson, William Crawford, Auckland, agricultural chemistry, Class C.

Wilton, Isabel Annie, Wanganui, Latin, Class C.

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FEB 2 1909

EDUCATION:

REPORTS OF INSPECTORS OF SCHOOLS.

[In continuation of E.-1B, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

AUCKLAND.

SIR,— Education Office, Auckland, 16th March, 1908.

I have the honour to submit a general report on the public schools of the Auckland Education District for the year 1907.

There were in operation at the end of the year 484 schools, of which eighty-two were half- or part-time schools. The number has increased by twenty-one during the year. The public schools inspected numbered 417; as in the past only one of the grouped part-time schools was inspected. An "annual visit" was made to 472 public schools.

In addition to the above, twenty-four Roman Catholic diocesan schools were inspected and examined, as well as the Parnell Orphan Home School.

The following table shows in summary the statistics for the year as required by the Education Department:—

SUMMARY OF RESULTS FOR THE WHOLE DISTRICT.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII ...	174	108	15 1
" VI ...	2,076	2,027	14 0
" V ...	3,118	2,926	13 1
" IV ...	3,427	3,227	12 3
" III ...	3,733	3,482	11 4
" II ...	4,033	3,737	10 4
" I ...	3,966	3,629	9 4
Preparatory ...	12,758	10,263	7 3
Totals ...	33,285	29,399	11 7*

* Mean of average age.

The figures in this table show for the year an increase of 588 in the roll-number, and a decrease of 1,556 in the number present at the Inspector's annual visits. This decrease is entirely due to the widespread prevalence of epidemic sickness, and to long-continued inclement weather while the annual visits were being made.

The total roll-number given above does not include the pupils of some half-dozen schools, including those taken over from the Taranaki Education District in the earlier part of the year. To these no annual visit was made, as the usual time for making that visit to the schools of the neighbourhood had already passed by.

In Standard VI 1,395 certificates of proficiency and 338 certificates of competency were awarded by the Inspectors to pupils of the public schools. Certificates of competency for standards below Standard VI were in many cases awarded on the recommendation of the head teachers of the schools which the pupils had been attending.

At the Roman Catholic diocesan schools there were 2,216 pupils on the rolls: 2,019 were present at the Inspectors' annual visits, and seventy-two certificates of proficiency and twenty-eight certificates of competency in Standard VI were awarded.

Early in the year Mr. William Burnside, M.A., joined the inspectorial staff. He took up his duties early in March. The considerable increase in the number of aided and household schools, all of them situated in districts more or less out of the way, has added to the work of inspection in a much higher proportion than the increased attendance would indicate. In a number of these very small schools, with an attendance not unfrequently below ten, the inspection and the annual visits have been combined in a single day.

The promotions of pupils from class to class now rest with the head teachers. On the whole they are being made with satisfactory discretion. In the larger schools, with one or two exceptions, the classification is thoroughly sound, and promotion is withheld from all unworthy pupils. But in a considerable number of the smaller schools the soundness of the teaching is being impaired by the premature advancement of a certain proportion of the pupils promoted. A good many head teachers of such schools do not as yet sufficiently realise the weighty responsibility imposed on them by having the classification of their pupils placed unreservedly in their hands. Their treatment of this is a matter of fundamental importance for the success of their work as educators. All pupils who are promoted should be able to show considerable power and readiness in dealing with new work, and in particular they should be able to attack all new reading-lessons with ease and understanding. The examination of different sections of classes in different subjects, as now generally practised in the Dominion, does not give the Inspectors any deep insight into the suitability of the classification. More is learned about it at the inspection visits, especially in the smaller schools, and it then becomes evident that a minority of the pupils in a class are in many cases unable to deal with the current class-work in an educative and intelligent spirit. This means that the teaching tends to become a routine of stuffing and memorising, instead of a continuous training of the pupils in habits of self-help and of original and intelligent effort. Unfortunately, in dealing with promotions, the head teachers of many of the smaller schools are often subjected to local pressure, which is not always easy for them to withstand. Parents need to realise that the passing-up of their children from class to class does not mean progress in their education, unless the current class-work can be readily and intelligently dealt with. The ideas and wishes of their children, who are attending the schools, are but fallacious guides on such a question; the head teacher's deliberate judgment is, as they should willingly recognise, an infinitely safer guide. The Inspectors, and I believe the Board also, will firmly support all head teachers who may be threatened with trouble through exercising an honest independence in dealing with promotions, and in keeping the classification of their pupils sound and healthy.

The progress in the public schools has suffered to some degree during the year from the unprecedented train of interruptions of regular attendance caused by the wide prevalence of epidemic sickness and the protracted spell of rainy and stormy weather that continued almost without a break for four of the busiest months of the school year. The inclement weather made the work of the Inspectors in the country districts very trying, and they deserve very great credit for carrying it on without interruption.

For some time past the most pleasing feature in the work of the public schools has been the good and often excellent work done by the pupils of the Standard VI class, who are preparing for the Certificate of Proficiency Examination. The application of the scholars and the progress they make during the year they pass in the Standard VI class are highly creditable both to themselves and to their teachers. Considering the relative difficulty of the examination, the quality and the number of the passes are highly satisfactory. In many of the larger schools nearly all the Standard VI pupils qualify for this certificate. If pupils in the lower standard classes displayed equal interest and application with those in the Standard VI class, we should have a notable and immediate advance in efficiency. In many smaller schools the example of the Standard VI class is not set in vain. "The mere fact," Mr. Burnside notes, "that a small school has one or more candidates for proficiency seems at once to raise the tone and standing of the school." Undoubtedly the prospect of gaining a certificate of proficiency is proving a powerful stimulus to good work. This experience does not countenance the depreciation of school examinations that has been so conspicuous a feature in our recent educational policy. Notwithstanding the unfavourable conditions above referred to, the work of the public schools for the year has been in most respects as satisfactory as in recent years. The larger schools, with very few exceptions, continue to be efficiently conducted, as do the majority of those with a staff of two to four teachers, while the rest are nearly always satisfactory. Of the sole-teacher schools many are well conducted and only a small number can be classed as unsatisfactory. While I consider this rough general estimate of efficiency warranted, there is scope for improvement in many directions, and the reports of my colleagues show that no very marked progress in remedying defects that have been dwelt upon in recent reports to the Board has to be noted. From these reports it is evident that the efficiency with which the more important subjects of study are taught in the schools of the different inspectorial districts varies more widely than might be expected, and that the variations cannot be adequately explained as the outcome of the personal equation of the Inspectors concerned. I am of opinion that these variations are largely due to the relative number of younger and of older teachers working in a district. Where the younger teachers, and especially the younger men, predominate, the efficiency is distinctly higher. These are the men who are raising education in country districts, and in acknowledging their good service I cannot help feeling that the great weight in connection with professional advancement, now attached to mere length of service, and even to length of tenure of a particular position, must be sadly disheartening to them. The teachers most deserving of advancement are, in my belief, those who have done and are still doing the most efficient service. A teacher who does not reach the best he can do within ten or twelve years of his taking up the work is not very likely to prove a great success later.

In general, reading is fluent and accurate, and in the majority of our schools I consider it is on the whole well taught. Mr. Garrard thinks it is "too expressionless and mechanical," and he adds, "The continual lowering of the voice at the commas is a serious fault." Reading of the latter type has been quite exceptional in my own experience, and no other Inspector refers to it. Mr. Burnside notes "defective phrasing" as the chief blot in the otherwise meritorious teaching of the subject. Mr. Crowe finds "the old fault of indistinct utterance too prevalent" in his district. Both Mr. Purdie and Mr. Stewart record steady improvement, which they attribute largely to the use by teachers and Inspectors of passages previously unseen as tests and exercises. The latter characterizes the reading in several of the larger schools as "excellent," and this praise can be justly bestowed on a number of the larger schools examined by others of the Inspectors. The beneficial effects of a wider course of reading are generally recognised. In many of the smaller schools the primer classes do not read widely enough. In all these, two sets of "Primers" and three sets of "Infant Readers" should be overtaken. This will involve little trouble if the books are taken up in the real order of difficulty. No more sets of the Queen Primer Reading Sheets are to be issued; the Crown Primer Sheets will be used instead. Additional cheap reading-books, mostly fairy-tale and story books, costing a penny or twopence each, can now be made available for supplementary reading, if the head teachers and the local School Committee advise me that they desire their use to be authorised. I do not think that the average teacher takes sufficient pains to make reading lessons interesting; this aim should never be lost sight of. Reading lessons again and again must be fatal to interest; it is infinitely better to take up fresh matter; this nowadays is not difficult, and can be easily done by all who desire it. Silent reading is little used. "Its value as an educational factor," Mr. Purdie writes, "is not yet sufficiently recognised by our teachers." "Simultaneous reading," he adds, "is still of too frequent occurrence."

The comprehension of the language and of the subject-matter of the reading lessons continues to improve. The Inspectors bestow, and will continue to bestow, special attention on this. Mr. Purdie, as I gladly notice, says that "its value as an educational instrument is becoming more fully recognised by teachers year by year." I entirely agree with him when he goes on to say that fine oral reading is not the main object of teaching to read: a clear understanding of the matter and thought, and a vivid realisation of the pictures brought before the mind's eye, are infinitely more important than the reading itself. Evidence that such an understanding and realisation have been secured is the best guarantee we can have that reading is ministering to a sound, stimulating, and broad mental training. Their absence is highly suggestive of mere memory effort and parrot-like repetition, the outcome of simultaneous drill and a deadening mechanical routine.

The Inspectors agree in considering recitation indifferently taught. Passages difficult of understanding are too often chosen. Frequently the repetition suggests that the stanzas have been committed to memory without sufficient preliminary teaching and study of form and meaning. Few of our pupils know what "metre" and "rhyme" mean, though they learn dozens of poems of various structure. Many teachers should be ashamed of the way this part of their work is handled.

Spelling and dictation are in general well taught, but often at an excessive cost of time and labour. It is in the child's every-day vocabulary that mistakes are most common. Why this should be is not easy to understand. In the larger schools, where more time is available, word-building exercises give considerable help in the teaching, and link it to composition. In the smaller ones it is more difficult to turn it to helpful account. Here the cheap text-books, prepared as aids to teachers, might with advantage be more generally used. In the Standard VI class the tests set are in general quite satisfactorily dealt with.

As to writing, Mr. Garrard considers our pupils exceptionally proficient in this subject; Mr. Purdie expresses a similar opinion; all the Inspectors allow that the teaching is quite satisfactory.

Most of the Inspectors express disappointment with the progress that is being made in composition and sentence-structure (including such elements of grammar as are now taught). Mr. Purdie alone speaks of it as being "well done" in the bulk of the schools of his district. As in past years it is especially in the Standard IV and V classes that serious defects are noticeable. In Standard VI much of the backward training of previous years is made good. Mr. Garrard finds the pupils "painfully slow in doing their exercises, while their finished product more often than not consists of a few short scrappy sentences." Mr. Stewart also finds composition "a very weak subject," and he says that "most teachers are unable to draw up a satisfactory plan of work in it." Mr. Burnside's estimate is less unfavourable, the chief defect having been "a general looseness of style, and not a want of matter or lack of intelligence."

In many schools, as I think, too much time is being given up to sentence-structure and work of that type. This instruction deals with the form in which statements (generally given to the pupils) are to be cast; in spirit it is purely formal and critical; it does not foster thought or reflection or place the pupil in the creative attitude. Its *rôle*, though not without importance, is not a primary one, and it should not claim more at most than a third of the total time given to composition. Moreover, sentence-structure is in general slowly and not economically dealt with. The statements to be considered and rearranged are often written on the blackboard in the course of the lesson.

This causes much unnecessary waste of time. A small text-book containing suitable material for the study should be in every pupil's hands, and the work should go on smartly, and often in the light of previous preparation. Frequent rapid revision would then be practicable, and the whole treatment would thus gain in thoroughness and intelligence. For satisfactory work in this department of English study, pupils must be trained to give reasons for the arrangement of the clauses and phrases they consider most suitable. At present this is insufficiently attended to. Reasons for correcting sentences set for criticism or amendment should always be required; the Inspectors seldom find pupils ready to risk an attempt in this direction. It is only by firmly insisting on a clear statement of reasons for changes in the placing of clauses and phrases or in the syntax that the principles that govern these matters can be elicited and made familiar. Discouraging the use of such self-interpreting technical terms as adjective-clause, adjective-phrase, adverb-clause, and so on, which finds so prominent a place in the official syllabus, is doing much harm. Short readily intelligible names for the elements in a sentence are really indispensable to a clear and rapid consideration of their relations. The vague, roundabout ways of asking questions, which are abundantly exemplified in the English cards issued by the Department, instead of helping pupils to think clearly, simply tend to mystify them.

As to the composition exercises, the first and greatest merit they can possess is fulness of matter—evidence of a ready power of thinking. This is the first and also the chief thing to secure; once attained, the other virtues of good arrangement and clear, accurate, and forcible statement will not be so hard to acquire. These virtues, we must recognise, are secondary products and necessarily of later growth. Insistence on the use of short sentences will do much to foster clearness and precision of statement; this point calls for much more strict attention than it generally receives. The long, rambling, disjointed sentence, taking up six or eight lines of foolscap paper, should not be tolerated. A full, varied, and suitable selection of subjects for composition exercises is a most important aid to the teaching of this subject. In few schools are these lists as satisfactory as might be expected. In all schools, and especially in schools where several classes occupy the same room, the subject lesson for successive years should never overlap nor even be very closely allied. This fault is far too prevalent, and through it teachers are constantly gaining wrong impressions of what their pupils can do. The result is that pupils work year after year on a narrow round of ideas, and are not sufficiently called on to exercise thought and reflection in dealing with their exercises. Much of the feebleness of our training in composition is, in my belief, traceable to this one defect. Among subjects suitable for children's exercises, comparisons of animals, plants, and familiar objects should find an important place. "A Candle and a Lamp compared," "A Pine-tree and an Oak-tree compared," are samples of a long list of suitable topics. Descriptions of familiar places and scenes—an orchard, a country store, a blacksmith's shop, a street in a town, a wharf, &c., will afford many suitable topics. Accounts of visits to places and of journeys are also in place, provided that objects seen and *what is thought about them* form the substance of the exercise. The trashy statements of time of starting, of stopping, of arrival, &c., that usually form the staple of such efforts, should not be received as satisfactory by any teacher. The exercise of the imagination can be encouraged by the use of the so-called "autobiographies," and by stories suggested by suitable pictures exhibited to the class. General and abstract topics are suitable only for the highest class, and even there they should be sparingly used. For teaching punctuation, the reproduction in a condensed form of fairly full stories or narratives is very helpful.

Of course, numerous exercises will be given on topics dealt with in other lessons, such as nature-study, civics, health, science, geography, and history, and especially on the pictures and thoughts presented in the poems read in class—above all in those that have been committed to memory. What could be more suitable for this purpose than an account of the life and character of our friend "The Village Blacksmith," or of the early life of the slave as set forth in "The Slave's Dream"? I cannot recall having ever seen in a public school a composition exercise on such a subject.

Help in finding matter for exercises in composition should be given with caution. The *training to think* is one of our chief aims in the teaching, and it must be largely defeated by too liberal suggestions. Probably asking a series of questions about the subject—questions which pupils are not to answer orally or at the moment—is the best way of rousing thought without offering too much by way of suggestion and guidance. In the more advanced classes many suggestive questions might be asked by the pupils themselves, the teacher supplementing them if needful.

I am strongly of opinion that *all work* in composition and sentence-structure that is not done orally should be written in pencil or in ink on paper, and be carefully examined by the teacher, being afterwards considered and amended by the pupil. A great deal of the work now done on slate is wiped out without being properly examined or turned to account for the pupil's training. This is indeed largely unavoidable where slates are used. A fairly good unruled paper, such as is being used at the Normal School, and there costs sixpence a head per annum, could easily be provided for this purpose, and in the smaller schools the older pupils might do the whole of their work in this subject in exercise-books.

Oral composition is making fair progress in the lower classes of many schools. The aims of many teachers are, however, very humble. To answer questions in full sentence form is no doubt satisfactory for very young pupils, but something more should be expected in Standard I. Here the pupils might be encouraged to give several consecutive sentences—short ones, of course—about the subject chosen, and they should be required to give, by way of revision, a connected account of matters elicited by answers to a series of questions given to single pupils. I have dealt with this topic at inordinate length in the hope that the suggestions offered may help to place the teaching of composition on a sounder footing. Teachers must realise that more can often be done than they are now doing, and that earnest thought and planning will be required if real progress is to be made. I incorporate here an extract from Mr. Stewart's report to me, that merits attention. "One point deserves special attention—nine-tenths of the writing of adult life is the writing of different kinds of letters, yet here I find the weakest work. Even in the best-taught schools this is a weak spot. Much might be done by correlating letter-writing with handwriting. Good models, using familiar names and embodying the needs of the district, should be drawn up by the teachers for transcription; one model of a type would not be satisfactory, as it would tend to stereotype one form; but it would not be too great a tax on the teacher to draw up several of a kind, and these being transcribed during the writing lesson would be of great assistance to the child, when similar exercises were set for composition. The lesson might take this course—*e.g.*, an excuse from a parent for a child's absence; the children from Standard IV to Standard VI taken collectively might be required orally to form such a letter: after this had been done satisfactorily by several, with the help and criticism of the teacher, the classes could be encouraged to make further individual effort in writing."

In too few schools do children show any willingness to state with freedom and fullness what they know. To give evidence of their knowledge—of what they have been taught and may be expected to have assimilated—should not be so unwelcome a task. This is no doubt in considerable measure due to the teacher's predominant use of "teaching questioning," and his neglect of "examination questioning." Every teacher who is to educate must be constantly filling the role of examiner, and using the style of questioning that is appropriate to that process, avoiding unnecessary help and suggestion, and calling for coherent and detailed statements and explanations. Most of the recapitulatory work should be of this type.

Arithmetic is on the whole satisfactorily taught. Mr. Garrard finds it well done in nearly all his schools, and Mr. Purdie gives a similar estimate. Mr. Crowe and Mr. Burnside consider it satisfactory. The chief weakness appears in the Standard V class, though, owing to the heavy syllabus requirements, the subject is not a strong one in the Standard II class. Mr. Grierson fears that the weakness in the subject is due to want of skill in the teaching. Mr. Stewart is distinctly pessimistic. He says, "This is a weak subject, especially in Standard V. The mathematics of the primary school certainly demand more adequate treatment. I attribute the weakness to (*a*) poor blackboard demonstration; (*b*) the fact that most teachers do not recognise that the examples given in mental arithmetic should be of the same type as the slate-work, and that in all cases new rules should be taught from examples capable of mental solution; (*c*) to the neglect of the simple theory and the working of simple cases given in the text-books. I have found hardly a teacher who makes a practice, when a new rule has to be dealt with, of making his class attempt to get up for themselves the printed matter given in explanation of the rule. A large number of children are quite capable of doing this; it affords a mental stimulus, cultivates independent effort, and the results are consequently more permanent and have a greater educational value."

More of the work in arithmetic could be done on paper, or written up in exercise-books. In general the steps in the working of examples are clearly set out, but brief indications of the meaning or the value of each step are too often omitted. In every example of the nature of a problem such explanations of the steps should be considered indispensable. Long tots should be used at the periodical examinations of all classes above Standard III. It is a great defect in the arithmetic cards issued by the Department that no work of this kind is included in the exercises.

On the whole, drawing is very satisfactorily dealt with, and a great deal of good and not a little admirable work is produced, both in freehand drawing and in brush drawing, in a number of the larger schools. It is desirable that the smaller schools should be supplied with small boards, fitted for placing in the desks, for the teaching of free-arm drawing—an exercise that is producing good results in many of the larger schools. Referring to this subject, Mr. Stewart writes, "Most teachers employ too many crutches; it is no uncommon thing to find children in the upper classes drawing from copies almost covered with ruled guide-lines, the ruler in turn being employed by the child in its reproduction. Now, whilst a moderate use of instruments is quite legitimate in pattern-drawing, they should have no place in freehand—such a practice destroys the value of drawing on a large scale, and hinders the child in obtaining a natural and rapid style. Drawing from objects is very desirable, but teachers should remember that a drawing of a spray of leaves or flowers may involve, and frequently does involve, considerable difficulties in foreshortening. Geometrical drawing receives but scant attention. Plane geometry, to be well taught, needs frequent blackboard demonstration, and may be made the means by an intelligent teacher of considerable mental training. Solid geometry is rarely taken, model-drawing *of a sort* being generally chosen. When we remember how unsuitable are our desk arrangements for teaching model-drawing, and what great technical advantage accrues from a knowledge of solid geometry, we may well express surprise at its neglect."

Drawing from memory is readily done in many schools, but original designs are seldom found in the pupils' drawing-books. In many instances the amount of work done in a permanent form in the course of the year is small, much less than one might expect from the time allowed for the subject. Evidence of random strokes and of much trouble in amending them is often to be seen in the liberal rubbing-out to which the pages testify.

The geography of Course A is intelligently handled in many schools, and is seldom unsatisfactory. As it is intended to be founded on a basis of observation and to be treated as nature-study, the topics selected for teaching should be mainly such as their local surroundings bring under the personal notice of pupils and teachers. Matters that lie outside the range of the pupils' experience and observation, unless they can be illustrated by suitable pictures and models, are not worth taking up. In connection with the work prescribed for Standard VI, helpful diagrams need to be more freely prepared and used. The action of land and sea breezes, and the way the wind blows inwards towards the low-pressure central area in a cyclonic storm, are examples of what is meant. The cyclonic storms, of frequent occurrence in this province, in which the wind blows from the east or the north-east, backs to the north, and then works round through north-west to west, can be readily explained by such a diagram, which, moreover, throws a flood of light on the way in which the distribution of air-pressure influences the direction and force of the wind. The reason for the change month by month in position at the same hour of the stars of the Southern Cross is rarely understood, and seems to be seldom explained. For teachers seem to know that the earth turns on its axis (roughly speaking) 366 times a year, or at any rate understand the significance of the fact. The alternation of day and night tells us (roughly speaking) of 365 rotations. This leaves one rotation to be accounted for. It is accounted for by the apparent slow movement of the Southern Cross (and most of the stars in the firmament) in a circle from east to west, once in a year. Every day we are carried by the earth's rotation through a complete circle, and nearly one degree more; but we are quite unconscious of the fact that we are carried through more than the complete circle, so we judge that the stars have moved nearly one degree in the opposite direction, or from east to west. It is the very same false judgment as that which we make when, in a quietly moving steamboat, we judge that the wharf or other stationary object is moving past us in the opposite direction to the vessel's motion. There should be little difficulty in getting Standard VI scholars to follow all this; but it is very rarely that the Inspectors find any indication that the matter is understood. Clear reasons for thinking that the earth's axis is inclined to the plane of its orbit are also seldom given. It must, however, be recognised that a lucid exposition of these complex matters is not an easy task for even the older public-school pupils, and I shall continue to be of opinion that much of the Standard VI geography course might be deleted with great benefit to teachers and to pupils.

I would strongly urge the laying-out, in a suitable corner of the playground of every school, of a level plot (say 6 ft. by 4 ft.) for the construction of model and relief maps, and to illustrate the nature of physical features generally. If this plot were made two or three inches lower than the adjoining ground, or had a watertight wooden border to the height of two or three inches above the same, all coast features could be most clearly demonstrated. The small trays and old blackboards that now do duty in this connection are unsatisfactory makeshifts. A supply of sand or friable soil would also have to be provided. The making of these plots would be a useful piece of manual work for the older pupils of a school.

The geography of Course B is dealt with by reading a descriptive work. It is certain that *very little* knowledge of what was formerly known as political and commercial geography is being gained under the system at present in vogue. Many of the older scholars do not know even the capitals of the countries of Europe, or the great ports of the world. Teachers are quite aware of this, and most are quite content to keep the official machinery going without worrying about the outcome of the process. Every year I am more and more convinced that the whole scheme for teaching Course B Geography is unworkable, and is simply disheartening teachers and children. As I said in last year's report, "Permanent knowledge of the more important facts cannot be gained without much revision, and a much more thorough drilling in the possibly dry facts than the syllabus thinks necessary." It is not what is read, but what is mastered and assimilated, that counts in education.

Teaching of history can hardly be said to exist under the present syllabus arrangements. The intelligent reading of some brief history-book is all that is required, and, as Mr. Purdie remarks, "It is rarely that our pupils or teachers deem it desirable to go at all beyond the requirements." We cannot in any circumstance help to do much more than to interest the young in the story of their country. In all schools the Inspectors will expect to find a full definite syllabus of civic instruction. It is most desirable that this subject should be taught continuously year by year. In the smaller schools changes of teachers make the plan of taking it up only in certain years practically unworkable. There are schools in which it has come to be omitted through this difficulty. Mr. Stewart remarks, very justly, that much of the instruction in health given in our schools is too technical. "The teaching should deal with the simplest and most easily understood, the cheapest and most practicable, means of translating sanitary precept into practice, not losing sight of the fact that it is the positive, not the negative, that must be presented to the scholar. The instruction should centre round the *person* and the *home*, and the aim should be to instil the principles of hygiene relating to these."* He recommends "Laws of Health," by Dr. Carstairs Douglas,† to all teachers both as a guide to school hygiene, and as a model of the kind of teaching required in our schools. Mr. Purdie says the work in health is "generally well done." I have noticed that vaccination, the process of germ infection, and the means of checking the same, are rarely touched on. In several instances single pupils were fairly familiar with these matters, though they had received no instruction in them in school.

In the upper classes of the larger schools, suitable lessons of an illustrative and experimental character are given in elementary science; elsewhere nature-study and elementary agriculture are taken up. In the two latter, accurate notes of observations and of experiments and of practical work must be considered indispensable, and illustrative drawings and sketches should be made. As far as possible these should be the original work of the pupils. It is a good plan to place the notes on the right-hand page, and the sketches with needful explanations on the opposite page. Mr. Grierson remarks that nature-study is not sufficiently practical. "I have little hope of improvement in this matter with the present generation of teachers, who have little idea how to study nature themselves." Mr. Garrard finds nature-study "well taught," and remarks that "teachers are sparing no effort to make the teaching instructive and interesting." Mr. Purdie, while noting considerable improvement in nature-study, considers that school gardening is not proving successful, and Mr. Stewart takes much the same view. "The aim of the school garden," the latter says, "is misunderstood. In a number of cases a small school garden is attached to the school, and, valuable as it is in cultivating a love of flowers, it does not do the work a school garden should. The school garden should be the laboratory in which by experiments the children verify and supplement the knowledge of plant-life given in the school-room. The results there obtained will be by far the most valuable part of the instruction. In most of the smaller country schools the garden is either conspicuous by its absence, or else it is in a neglected condition. "The School Garden," by J. E. Hennesey (Blackie and Son, 1s.), is an excellent little manual that would be of great assistance to teachers taking up this subject. In every case drawing should be correlated with nature-study. The greatest mistake made by the majority of teachers is attempting to cover too much ground. In endeavouring to overtake the work planned they abandon the observational method, which gives the subject its real value."

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* Professor Kenwood, quoted by Mr. Stewart.
† Blackie and Son, 1907; price 3s.

Both in nature-study and in Course A geography, occasional outdoor excursions are indispensable. They are best taken during the afternoon, and the two objects might be to a large extent combined. In both, the teacher's notes of lessons should in all cases show not only the matter but also the method of the lessons.

Physical culture receives considerable attention in all the larger schools, and in many of the smaller also. In the latter breathing exercises are being more widely practised, and in general a few minutes' exercise is taken at the morning assembly. Where military drill is taken it is generally satisfactory, and is frequently good. Cadet companies are now formed at most schools where the numbers are sufficient, and they are doing very creditable work. This movement has proved a decided help to school discipline.

In the school time-tables very liberal provision is still made for teaching arithmetic, five hours a week being very commonly allowed for it. In a few cases four and a half hours have proved sufficient, and this should be enough in the upper classes of all the larger schools. In many cases transcription and dictation and spelling usurp too much of the time in the higher classes. Many teachers give two hours a week, and some give more, to dictation and spelling, while others teach them quite as efficiently in an hour and a half. In spelling, in writing, and in composition also, careful supervision of every exercise into which they enter saves much special instruction.

Schemes of work to meet the requirements of Regulation 5 have been prepared for most schools during the year. This is a matter of great importance, and it will call for a good deal of revision and alteration in the light of experience to get satisfactory schemes arranged. In many cases they are not drawn out in sufficient detail. To facilitate the examination of their contents the work of each class in each subject for the consecutive periods of a year is best placed together—*e.g.*, the science course for the year would be set out in suitable sections which follow each other without break or the interposition of other matter between the sections. The correlation of subjects needs to be more clearly indicated. The principle of correlation is not being as fully applied as is desirable. Mr. Purdie notes that "The extent to which correlation may be carried out has not often been fully understood or sufficiently studied." One of the finest helps in his work that a teacher can have is thus turned to little account.

The work of the Primer classes is naturally most efficient in the larger schools, where it is often directed by skilful and enthusiastic teachers possessed of special qualifications. In the smaller schools, as mentioned above, the course of reading might well be more extensive and also more carefully graduated. If weekly revision is carried out there should be no occasion for going through any of the reading-books twice over. Spelling is here largely taught by word-building. There is no need to require the pupils to learn the spelling of all the words in the reading lessons. Difficult words omitted might be marked by underlining them in the teacher's copy of the reading-books. In a number of cases I have found that the teachers had no copy of these books. The teaching of number at this stage is in general satisfactory, but it does not improve much. Counters need to be more generally used for silent and desk exercises, as well as during teaching lessons when dealing with numbers under twenty. In the earlier stages all results should be made out by manipulating the counters, after which the result can be recorded on the slate, if it is a silent desk exercise.

Mr. Purdie emphasizes the importance of "continuity of work" among the pupils of the smaller schools. This, as he says, is to be secured only by previous detailed preparation of work, and by a systematic use of the blackboard in setting it out. "The lack of continuity of occupation of pupils is the most serious fault in the management of our small schools—by far the most numerous in the district." Where Primer pupils cannot be kept continuously employed and interested, it will be better to give them extra time for play than to let them acquire the habit of dawdling in school.

Certain kindergarten exercises form a prominent feature in the training of the younger pupils. Paper-folding is very commonly taught, and the manipulation is very satisfactory, but it is seldom sufficiently correlated with drawing, which should be its invariable complement, and it is turned to little account for giving practice in oral expression.

In many country districts the work of the school is greatly retarded by want of punctuality of attendance. If a pupil turns up within an hour and a half of either opening of the school he is reckoned to be present. This means that a pupil, who is credited with being present for a day, may be away for about three hours out of five. This arrangement is most undesirable, and loudly calls for amendment. Mr. Stewart, who has paid special attention to this, says that in quite a number of cases he has seen pupils reach school as late as 10.45 a.m. A good deal of the backward work of some country schools is traceable to this difficulty.

In our schools there is very good order. The discipline, which includes habits of application, is generally good, and in very few schools is it unsatisfactory. A willing, frequently an earnest, spirit of work is displayed; and serious inattention is exceptional. Smartness in work—an important point in discipline—is less commonly met with, and needs to be carefully fostered. Readiness and freedom in oral answering—one of the several indirect tests of discipline—are still relatively infrequent. Many teachers do not grasp their importance as an index to the efficiency of the control of their classes.

From the tenor of this report is is obvious that there is ample scope for improvement in the work of our schools—that we are still far from having reached the ideal for which we are striving; but, though only briefly indicated, there is also very much that reflects credit on their management and on their teachers. In this connection I may quote Mr. Stewart's hopeful words: "I do not wish you to think, because I have mainly dealt with deficiencies and their remedies, that I have found nothing to praise. On the contrary, I believe that in the majority of schools really good work is being done; that many teachers in a quiet unostentatious way are beneficially influencing their pupils for life; that the methods are improving: that the idea of training and mental development are slowly but surely displacing the ideas of mere instruction and memory-work. One thing I could wish, and that is, that our teachers as a whole read more widely. If they did their work would be lifted to a higher plane, and their unconscious influence would be more real and permanent."

All the Inspectors recognise the conscientious and diligent work of the great body of the teachers. If some are too much wedded to routine, and experience difficulty in outgrowing mechanical methods, there is at any rate a very general ambition to make the teacher's work educative by requiring pupils to do their share—the principal share—in the training of school life. There is also a growing recognition of the fact that self-training is the best training, and that it cannot be secured unless pupils are equal to the efforts they are called on to make. Nowadays a great deal is being asked of teachers; all the more do they deserve credit for striving, whenever opportunity offers, to improve their qualifications for their chosen and responsible work.

Mr. Goodwin, who rendered much valuable help during the past year, has now retired from the service after working for thirty-four years as headmaster and Inspector. He has the best wishes of his colleagues that he may enjoy a well-earned rest.

I have, &c.,
D. Petrie, M.A., Chief Inspector.

The Chairman, Education Board, Auckland.

TARANAKI.

Sir,— Education Office, New Plymouth, 31st March, 1908.

We have the honour to submit our annual report for the year ending the 31st December, 1907.

At the beginning of the year, eighty schools (including six half-time schools) were in operation, and, during the year, new schools were established at Newall, Opua, Mahakau, Kaeaea, and Mangapapa. The school at Pohokura was reopened, but, owing to the fall in attendance, was again closed.

The schools at Mangaroa, Matiere, Kaeaea, and Mangapapa were taken over by the Auckland Education Board when that part of the Clifton County in which they are situated was thrown into the newly formed Waitomo County.

The following table contains a summary of examination results for the whole district:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII ...	106	98	14 5
" VI ...	315	304	13 8
" V ...	440	422	13 3
" IV ...	632	591	12 2
" III ...	622	575	11 3
" II ...	624	572	10 9
" I ...	658	584	8 10
Preparatory ...	1,758	1,401	7 6
Totals ...	5,155	4,547	11 6*

* Mean of average age.

Compared with the return for 1906, the roll-number shows an increase of 76. Owing to the prevalence of epidemics throughout the district, the regularity of attendance was seriously affected, the number present at the Inspector's annual visit being only 4,547, as against 4,805 in 1906.

Standard VII.—The number of pupils in Standard VII was 106, an increase of fifteen. Several of these were pupils in the smaller schools and their teachers deserve credit for undertaking this self-imposed task, and thereby putting within reach of at least a few of the children in the backblocks some of the advantages of a secondary education. It is worth the consideration of the Department whether these teachers are not entitled to some remuneration for the extra work they have so willingly undertaken.

Catholic Schools.—In addition to the public schools, the Roman Catholic schools at New Plymouth, Inglewood, Stratford, Opunake, and also a recently opened school at Inglewood, were inspected and examined. The teachers of these schools still show themselves ready to adopt suggestions offered by the Inspectors, and to fall into line with modern methods of teaching.

These schools presented 276 pupils for examination out of a roll-number of 307.

Reading.—As reported last year, in a considerable number of schools reading receives very intelligent treatment, being characterized by fluency and good expression. On the other hand, in a few schools the pupils are allowed to read too hurriedly, with the consequence that phrasing, articulation, enunciation, &c., do not receive the attention they deserve.

We would recommend that, particularly in the lower classes, more special lessons should be given, in which, instead of dealing with all the essentials of good reading, some one feature, such as phrasing, emphasis, volume, or pause, should be dealt with. To crowd too much into one lesson, as is often done, simply leads to confusion on the part of the pupils, who can hardly be expected to grasp all that is attempted to be taught. How absurd it would be for a teacher in the initial stages of, say, a lesson in writing, to deal with more than one principle at a time!

More model reading, illustrated by blackboard exercises culled mainly from the lesson for the day, should be given, especially in the lower classes, where the children are at the imitative stage, and are readily impressed with what they hear or see.

Composition.—The absence of a sound training in those portions of formal grammar that bear directly on composition is bringing in its train many defects in the written essays. A great number of children are now leaving school ignorant of the mechanism of even the simplest sentence. We are of opinion that, to teach composition thoroughly, it is absolutely necessary to study the grammar of the language more fully than at present. We do not advocate returning to the drudgery of former years, but now so little grammar is taught that it is not uncommon to find pupils, even in the higher standards, unable to recognise the subject and predicate of an easy sentence.

We should also like to see the pupils better trained in the power of differentiating between the different uses of words. An effort should be made to extend the vocabulary more than is done now, so that they may be able to use the truest and most appropriate words.

Writing.—The general clerical work is, on the whole, carefully done, but in the special writing-books a want of uniformity of style and continuity of treatment were not infrequently noticeable.

Where blank books are used, they should be kept entirely for set headlines and every lesson dated. It is often found that the style of writing varies considerably in the different standards of the same school. Whatever system of writing and figuring is adopted, the principles of it should be adhered to from the preparatory classes to the highest standard.

Spelling and Dictation.—The special spelling test is characterized by accuracy. Punctuation, however, in the dictation exercises, appears to be taught in a somewhat haphazard way. In schools where composition receives systematic treatment, it generally follows that the dictation test is punctuated intelligently, for it stands to reason, if a pupil has a good grip of sentence-structure, he is in a better position to understand the principles underlying correct punctuation.

There is a tendency on the part of inexperienced teachers to devote an undue amount of time to the difficult and more uncommon words of the text-book, to the sacrifice of the simpler words of every-day life. It is surely of more consequence that special attention should be paid, not to jawbreakers, but to those words which will form part and parcel of the vocabulary the child will be called upon to use in his after-life.

Moreover, it is not unusual to find that the whole of the time set apart for a spelling lesson is used up in dictating a long list of the most difficult words and, consequently, very little actual teaching of spelling is undertaken. We should like to see more use made of the blackboard in the course of the spelling lesson.

Recitation.—The standard aimed at when teaching recitation is certainly not high. Hardly any attempt is made to get the pupils to recite with anything at all approaching elocutionary effect. It would, no doubt, be unreasonable to demand much in the way of elocution, yet some of the simpler rules bearing on delivery are worthy of greater attention being given to them. Recitation too often degenerates into mere repetition.

Arithmetic.—The subject is almost, without exception, logically and neatly set out, but leaves much to be desired with respect to accuracy, more particularly in the higher classes.

While we agree that the study of arithmetic has its cultural effect in training the pupils to think closely and logically, yet it has also a bread-and-butter value. Arithmetic is perhaps the subject, more than any other, that is needed in almost every walk of life, but the arithmetic of business does not concern itself so much with the solving of problems, but with the quick and accurate manipulation of figures. While we admit that the solution of problems affords an excellent mental exercise, yet, at the same time, we feel there is a tendency to devote too much time to this class of work, to the detriment of a sound training in the mechanical side of arithmetic; more time could with advantage be given, in the lower standards, to a thorough grounding in the tables and to the ordinary mechanical processes. Where the teaching fails in this respect, the results of our examination almost invariably reveal a lamentable weakness, not so much in the method, but in the accuracy of the work in the higher classes.

Singing.—We cannot report any marked advance in the cultivation of vocal music. In many cases the teacher might make a better selection of songs; year after year the same hackneyed songs are heard. The pupils must indeed become weary of "Down by the Swanee River," "Scotland's Burning," and "Soldiers of the King." Surely there are plenty of bright and sparkling songs now published, from which a suitable choice might be made.

In the larger schools, part-singing might be more generally taken up. In only one of these schools did we find it taught in a satisfactory manner.

Physical Instruction.—Military drill or physical instruction is taken up in almost every school, and, on the whole, is conducted in a satisfactory manner. The most noticeable weakness is the lack of precision and responsiveness in the physical exercises. We are pleased to record that such exercises are selected as will best develop the physique and promote the health of the pupils. With these objects in view, we are glad to see that breathing exercises are coming more and more in general favour.

In the majority of our larger schools cadet corps have been established, and this year these have been formed into two battalions, No. 1 comprising the schools in the northern part of the district, and No. 2 those in the southern. Owing to the difficulty in procuring suitable ranges, cadets have not been able to get sufficient practice in the use of the rifle. We are glad to see that this difficulty has, to some extent, been overcome by the establishment of miniature-rifle ranges.

GEOGRAPHY.—Course "A" geography, we are pleased to record, is well treated and in harmony with the spirit of the syllabus. The teaching aims at cultivating the observation of the pupils. On the other hand, we would recommend that, in drawing up a scheme of geography, teachers should embody in it a certain amount of political geography, as suggested in Course "B." It is not uncommon to find pupils, even in Standard VI, ignorant of the position of some of the most important countries of the world.

HISTORY.—Considered as a reading lesson, history has received regular and fairly intelligent treatment. In some of the schools where the teachers are somewhat inexperienced, there is not sufficient use made of maps, pictures, and other auxiliaries, with the object of vitalising the teaching of this subject.

We are pleased to note that, after the prescribed portions of the historical reader have been taken as a reading lesson, some of our more experienced and thoughtful teachers make a selection of ten or twelve subjects, which they treat as special lessons. Where this plan has been adopted, we have as a rule confined our questions to the work covered by the list. We would suggest that, as far as possible, the teacher should choose such subjects as would give him an opportunity of treating history in such a way as to develop in the pupil true patriotism and a strong belief in the possibilities of his own country.

NATURE-STUDY.—A genuine attempt is made by most teachers to meet the requirements of the syllabus in the important subject of nature-study, but a few yet fail to understand its true spirit and scope, and fall back on such subjects as do not lend themselves to observational and experimental treatment, or make a spasmodic effort to teach all about roots, leaves, &c., from a botany-book. It is made by them too much of an information lesson; they forget that it is a method rather than a subject. The teacher should assume the attitude of an experimenter on the same footing as his pupils. It is surely not asking teachers too much to keep a list of notes, showing experiments and methods of treatment meted out to the subject.

Such specimens, &c., as can be kept, and which are used in the course of these lessons should be available at the Inspector's visit. It is a commendable feature that, in some of our schools, pupils are encouraged to bring specimens and thereby form the nucleus of a small museum, which must be valuable for reference in connection with such lessons as reading and geography.

NEEDLEWORK.—Needlework, as regards quality, is very satisfactory, but, in many instances, the prescribed course is not fully covered. Under the Manual Regulations, more of the larger schools might be expected to take up advanced needlework.

HANDWORK.—It is now universally recognised that, in our primary schools, we should aim at equipping the pupil not only in literary acquirements, but in such subjects as are likely to be of use to him after leaving school. He should be given the power to readily acquire any mechanical occupation he may take up as his work in the future. We therefore think it most important that some form of handwork should be introduced into every school. We would go a step further, and express the opinion that the regulations should be drawn up making attendance at technical schools compulsory, within certain limits, after the pupil has left school.

In twenty-two of our schools, agriculture was recognised by the Department, and Mr. Morison, the Board's agricultural expert, reports that the work progresses favourably, and much useful work is being done. In a farming district, such as Taranaki, teachers might well consider the advisability of taking up agriculture, dairying, or some other kindred subject.

At the beginning of this year instructors in woodwork and cookery were appointed, and classes were established at New Plymouth and Stratford. These were made centres for the neighbouring schools. As an evidence of how this privilege was appreciated, it is sufficient to remark that almost every school that could possibly come in took advantage of it, and close on seven hundred pupils attended these classes.

PROMOTION OF PUPILS.—Most of our teachers exercise a wise discretion in promoting pupils from standard to standard, and, as the results of our tests agree on the whole with theirs, we have no hesitation in accepting their promotions.

The standard of promotion should be kept high, and in our best schools this is done, and consequently, in these schools we do not find that every pupil in every standard is promoted, as sometimes happens in schools in charge of weak and inexperienced teachers. Teachers should be chary in promoting children who have, for no good reason, been very irregular, for it stands to reason that these poor attenders must have missed the school training which is such an important part of their education, and, though they may gain a bare pass, yet they cannot possibly have covered the course laid down in the syllabus in such subjects as drawing, nature study, &c.

SCHEMES OF WORK.—In many cases the schemes of work for each class required by Regulation 5*a* have not been drawn up as fully and definitely as they should be. These schemes should be mapped out at the beginning of the year, and should show at least the minimum amount of work intended to be covered in each subject for each quarter. When the Inspector visits a school, he should be in a position to know generally what work has been done prior to his visit, and these schemes should be available so that he may, if necessary, test the thoroughness of the work done.

School-surroundings.—In but few schools do we find that a real pride is taken in beautifying the ground with shrubs, trees, flowers, &c. Pupils, to a great extent, are moulded by their environment, and neatness and tidiness in their surroundings must play an important part in inculcating in them careful and methodical habits.

In future, we intend to report specially on the tidiness of the playground, and the means taken to make the school bright and attractive, and on all of those things that tend to create a good and healthy tone in the school.

Gardens, outbuildings, &c., should be kept in such a condition that they should have a refining influence on the children.

We have, &c.,
W. A. Ballantyne, B.A., } Inspectors.
R. G. Whetter, M.A.,

The Chairman, Education Board, Taranaki.

WANGANUI.

Sir,— Education Office, Wanganui, 31st March, 1908.

We have the honour to present our report for the year ended 31st December, 1907.

Annual visits were paid to 186 schools, the following being in summary the statistics for year for the whole district:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	255	233	14 11
" VI	912	862	13 11
" V	1,249	1,162	13 0
" IV	1,461	1,390	12 1
" III	1,552	1,442	11 2
" II	1,619	1,529	9 11
" I	1,618	1,500	8 11
Preparatory	4,348	3,561	7 0
Totals	13,014	11,679	11 4*

* Mean of average age.

Though the number of children on the roll at the annual visit shows a substantial increase, the number present was considerably lower than in the two previous years. This is accounted for by the prevalence of sickness in the district during the latter part of last year.

The average age in the Dominion for Standard VI in 1906 was 13 years 9 months. In this district it was 13 years 8 months, but is now 13 years 11 months. The three-months increase in age is probably accounted for by the fact that many of the pupils failed to pass Standard VI in 1906 owing to the increased percentage of marks required, and were therefore, in 1907, spending their second year in the class.

As regards the infant classes, the average age in the Dominion for 1906 was 6 years 9 months. In our own district it is 7 years. The following table shows the age of preparatory class and Standard VI pupils in some of the largest schools in our district, and also the proportion of pupils in the preparatory classes. The table to some extent indicates the different rates of progress made by the pupils of the several schools through the preparatory classes and through the standards.

School.	Percentage of School in Preparatory Classes.	Average.			
		Preparatory.		Standard VI.	
		Yrs.	mos.	Yrs.	mos.
Eltham District High	32·5	7	0	14	1
Hawera	30·2	7	5	14	7
Queen's Park	33·5	7	2	13	6
Marton District High	35·1	7	0	13	6
Feilding District High	29·8	7	2	14	1
Campbell Street	36·5	6	6	13	10
Foxton	45·7	7	9	15	7
The Dominion	29·3	6	9	13	9
Wanganui District	33·4	7	0	13	11

Note.—In the case of the District High Schools, Standard VII has not been included.

The following is the annual summary for the eight Catholic schools in the district, the numbers not being included in Table I:—

	Roll.	Present.	Average Age.	
			Yrs.	mos.
Standard VII	24	23	14	8
Standard VI	75	63	13	8
Standard V	103	90	12	6
Standard IV	99	91	11	11
Standard III	90	85	11	3
Standard II	72	69	9	7
Standard I	103	94	8	10
Preparatory	273	233	6	3
	839	748		

Proficiency certificates, 36; competency, 15.

The total number of pupils, therefore, on the roll at the time of the annual visit was 13,853, while the total number of schools visited for the purpose of examination was 194.

The following shows in a general way what becomes of our Standard V and Standard VI pupils:—

Number of Children who left School on reaching Standard VI.—In 164 schools 394 pupils left during the period between the 1906 and 1907 annual visits. Number under 14 years of age, 157: Of these, 123 left the school district, 2 went to secondary schools, 26 to work at home, 6 to work away from home. Of the last two groups, 25 pupils left without having obtained exemption certificates. Number over 14 years of age, 237: Of these, 38 left the school district; 7 went to secondary schools, 127 to work at home, 65 to work away from home. It thus appears that 224 children left school without reaching a standard of education higher than that represented by Standard V.

Number of Children who left School on passing Standard VI.—In 164 schools 508 pupils left. Number under 14 years of age, 149: Of these, 30 left the school district, 34 entered a district high school, 23 a secondary school, 44 left to work at home, 17 to work away from home. Number over 14 years of age, 359: Of these, 30 left the school district, 25 entered a district high school, 20 a secondary school, 183 left to work at home, 102 to work away from home.

Standard VI Certificate Examination.—For the proficiency and competency examinations 912 pupils were on the roll, and of these 862 were present at examination. It will be seen that a greater number passed than in 1906, in which year the low percentage of passes was largely due to the stricter test imposed by the Education Department. 1907: 430 gained proficiency certificates, or 50 per cent. of the number present at the examination; 282 gained competency certificates, or 32 per cent. of the number present at the examination: the total percentage of passes was therefore 82. 1906: 349 gained proficiency certificates, or 41 per cent.; 263 gained competency certificates, or 31 per cent.: the total percentage of passes was therefore 74. For the Dominion the percentage was 84.

Candidates for Pupil-teacherships.—The Inspectors met the candidates at the following centres—Hawera, Wanganui, Marton, and Palmerston—and examined them as to their aptitude for teaching, &c. It is matter for congratulation that this year (1908) an increased number of candidates presented themselves, and, as will be seen, they also held higher educational qualifications than the candidates of the previous year. Total number of candidates—1907, 34; 1908, 39; from secondary or district high schools (attended two years or more)—1907, 14; 1908, 21; from primary schools—1907, 20; 1908, 17; matriculated—1907, 4; 1908, 12; passed Civil Service Junior—1907, 8; 1908, 7.

Efficiency of Schools.—Below is a table indicating the Inspectors' opinion of the quality of the work done in the various subjects at the date of their annual visits to the schools, and giving their estimate of the tone and efficiency.

Subject.	Schools in which Subject was—							
	Excellent.	Very Good.	Good.	Satisfactory.	Fair.	Weak.	Inferior.	Not taught.
Reading	...	3	78	77	26	2	...	...
Composition	...	3	56	75	45	7	...	...
Writing	1	6	69	85	20	5	...	...
Spelling	1	23	72	54	26	7	3	...
Recitation	2	7	45	76	37	13	...	...
Arithmetic	...	6	34	64	46	29	7	...
Drawing	1	2	58	74	42	9	...	...
Singing	...	4	33	55	36	10	...	32
Physical Instruction	...	11	58	68	15	...	1	...
Geography	...	1	36	85	46	17	1	...
History	...	1	11	27	19	7	...	109
Nature-study	...	4	43	95	28	8	...	8
Handwork	2	4	60	63	22	2	...	30
Needlework	3	3	53	69	9	4	...	36
Discipline	3	42	92	45	4	...	...	...
Efficiency	...	6	59	92	27	2	...	...

It appears from the above table that the two weakest subjects are arithmetic and geography. In arithmetic forty schools ranked higher and eighty-two lower than satisfactory. In geography, thirty-seven were above and sixty-four below satisfactory. A comparison with the table for 1906 shows that there has been a falling-off in the quality of the arithmetic, but an improvement in geography, composition, and nature-study.

TREATMENT OF CERTAIN SUBJECTS.—Paving the way for some remarks on the treatment of some of the objects of instruction, we may state that during the year, in addition to the information supplied by the Inspectors' reports on individual schools and the Inspector's monthly report, leaflets dealing with these and kindred topics have been sent out to the schools as occasion might require. There is a double advantage in this; the Inspectors' views are disclosed to the teacher without delay, and the Board is saved the rehearsal of a large amount of detail, which, though in its place necessary, can hardly make interesting or edifying reading. While gladly acknowledging the great amount of good work that has been done, we shall here confine ourselves to one or two salient defects. The subject, then, calling most loudly for remark is arithmetic. From the table previously given, it is clear that the quality of this subject has deteriorated. The reasons are to some extent evident. Pupils are now freely promoted who would previously have been made to master the subject as a condition of promotion, and there is in many cases a lack of that thorough and methodical teaching which can alone secure success. If the three branches of the subject, practical, mental, and formal, were properly taken in hand from the beginning, there is no doubt that much better results would be achieved.

Referring, secondly, to the group of subjects coming under the designation of "English," we note that the improvement in the quality of the reading of the pupils recorded last year has been more than maintained. Satisfaction was expressed by the teachers when it was announced that the Board had reverted to Vere Foster's style of handwriting, and general improvement may in consequence be expected. In some schools, a go-as-you-please policy rules with respect to spelling. In the better schools the subject is uniformly good, though even in these more might be done, as was pointed out last year, in the direction of familiarising pupils with the correct spelling of the terms used in connection with the nature study, geography, and elementary-science lessons, especially as the Inspector is willing to include a selection of these in his tests. The subject, however, that we wish particularly to comment on here is English in the specific sense, which embraces written composition, and formal composition by which is meant the analysis and synthesis of sentences. Written composition—the expression of thought on given topics—is uniformly good throughout the district; at a number of schools it is indeed exceptionally good. Our observations lead us to believe, on the other hand, that there is, unfortunately, on the part of some teachers, notwithstanding its great educational value, an indisposition to tackle with serious intent the subject of formal composition. The simplicity of the subject as set out in the syllabus has proved a snare to the unwary. It has been assumed by such that the study of formal grammar may be entirely overlooked, whereas it is the experience of thoughtful teachers that to the extent to which grammar is neglected the foundations of composition in all its forms are sapped. A liberal amount of time is given to the teaching of composition; it is therefore not unreasonable to expect that it should be subjected to thorough and comprehensive treatment.

From the table showing the quality of instruction given in the various subjects, geography appears to be somewhat weak. We have been glad to find that in an increasing number of schools less dependence is being placed on the text-book as a means of teaching the subject; still, the practical work which ought to form the basis of the methods of teaching is not yet given the prominence it deserves. It is a fatal mistake for a teacher to allow his pupils to memorise descriptions or explanations furnished by himself, or found in a book. Only when a child describes and explains a phenomenon in his own words can we be certain how much or how little he really sees and understands. Yet we have frequently heard teachers accept stereotyped answers which served to conceal the pupils' ignorance rather than reveal their knowledge. Thus children often use quite glibly technical terms and phrases which they but faintly understand. Only by questioning his pupils most minutely can the teacher ascertain whether or not he is making his lessons of real educative value. This year we hope to see in all our schools carefully kept notes on all the observational work it is possible to do in connection with the subject. In the appendix will be found some records which show that the scientific method is not everywhere neglected.

DISTRICT HIGH SCHOOLS.—In the appendix will be found a statement of the kind, amount, and quality of the work done by the secondary departments at the district high schools. There are now seven of these departments in the district. To five of them there are attached a laboratory, woodwork-room, and cookery-room, and to the other two there will presently be attached a laboratory and a cookery-room. When suitably staffed, these departments do work of the highest educational value. They furnish to some of our boys and girls, who have successfully finished their primary course, a sound practical training which may be turned to immediate account when they leave school; and to others they afford the means of passing those public examinations which are in large measure the gateways to public occupations and professional careers. We believe that it would be better for the individual and the community if the practical ideal were more and the examination ideal less realised; but we would not be understood to disparage the mental discipline and upbuilding that follows from legitimate preparation for examination. Below is a statement of the scholarships taken and the examinations passed by the pupils from the various district high schools.

—	Board's Senior.	Board's Junior.	Queen's.	Junior National.	Senior Free Place.	Civil Service Junior.	Matriculation.
Eltham	...	...	...	...	1	2	2
Hawera	...	...	...	...	5	5	3
Patea	...	..	...	...	7	7	3
Wanganui ..	...	2	1	1	10	10	5
Marton	...	...	...	...	...	5	...
Feilding	1	...	...	...	4	2	3

The following table gives particulars regarding the attendance in the secondary departments of the district high schools:—

—	Average Roll of Secondary Department for 1907.	Admitted at Beginning of Year.		Number of Pupils who during 1907 were spending			
		From Town Schools.	From other Schools.	First Year.	Second Year.	Third Year.	Fourth Year.
Eltham	22	19	5	25	5	2	...
Hawera	36·8	20	3	25	8	11	2
Patea	21·2	19	2	27	4	...	...
Wanganui ...	60·4	20	11	31	22	7	4
Marton	29·6	8	10	23	7	3	...
Feilding	42·8	22	6	28	6	18	7
Totals ...	212·8	108	37	159	52	41	13

This table shows that during the year 265 pupils were on the roll of the secondary departments Of these only 106 had spent more than one year in the classes. In 1906 there were 139 pupils in their first year; of these, therefore, only 37 per cent. stayed the second year; in other words, 63 per cent. of the pupils remain not more than one year in the secondary department.

Practical Work.—In our district the practical phases of education bulk very largely. In all schools more or less handwork is taken. Country schools with any pretence to progressiveness take school agriculture, or dairying, or both, and the town schools take, in addition to the ordinary forms of handwork, woodwork and cookery, as well as physical measurements. Were it not that a great deal of this practical work is interwoven with the other school subjects, one would be inclined to predict that, by its amount and variety, it would lead to mental obsession rather than to the rescue of schoolwork from the blight of bookishness and unreality. And, in truth, we have perhaps sufficiently yielded to the demand for the practical in education. It remains that we should develope, systematize, as well as bring into accord those parts that lead mainly to practical ends and those that make for mental training and enrichment.

The Teaching of the Teachers.—In our retrospect of the year's work we should include as advancing the cause of education the following: First, the summer school, conducted by Dr. Marshall, whose lectures on the physical geography of the district will be memorable as well for their revelation of scientific method as for their revelation of nature. (2.) The winter school, for uncertificated teachers and teachers of remote schools, which was marked by spirit and success. (3.) A number of our teachers visited the Training College with a view to acquiring a knowledge of recent educational aims and methods. Judging from the notes and impressions presented to the Board, one is assured that the teachers returned to their schools animated by a spirit of progressiveness and of love toward their work and their children. (4.) As in former years, Saturday classes—some of them entirely successful classes—were held for the instruction of teachers in agricultural and dairy science, woodwork, cookery, physiography, and handwork. (5.) The competition for the travelling scholarships produced some very thoughtful papers. (6.) The head teachers of the observation schools deserve the thanks of the Board for the trouble they have taken with visiting teachers. These schools play no mean part in increasing the educational efficiency of the district, and it is a matter for regret that more teachers do not avail themselves of the facilities for training which they afford. (7.) Educational periodicals were regularly sent out to different centres during the year. The result of this experiment has not, so far, been so gratifying as might have been expected.

Moral and Physical Training.—Hitherto we have dealt with the work of the schools as directed towards the production of manual and mental capacity. Were we to say nothing of physical and moral development our review would be sadly incomplete. The organization of the schools in most cases fortunately permits a large amount of corporate life, which manifests itself not less in the school garden and the school library, than in school games. It is thus that our pupils acquire habits of spending their leisure hours rationally, and so is fulfilled one of the great purposes of every system of education worth the name. It is thus, too, that they find physical and moral healing and invigoration. The health of our pupils will not be assured by the advent of the doctor in school, unless both it and its environments are pervaded by healthy conditions. Abundance of fresh air, scrupulous cleanliness, spacious play-ground, and a buoyant social atmosphere—these are the conditions of physical development. Nor will the best moral tone be secured by what transpires in the class-rooms, where impressions of right and wrong are much less vivid and enduring than those obtained on the playground, and where the discipline of consequences is much less sharp. The corporate life of the school, too, especially as seen in the playground, affords a stable basis for instruction in civics, for there the pupils enjoy a large measure of individual liberty, retained only by the playground regulations and the good opinion of their playmates.

We are glad to recognise the earnestness of our coadjutors, Misses Mollison and Fergus, and Messrs. Grant, Brown, Clark, and Bannister; and to the teachers, to whose loyal services to the Board we willingly testify, we owe a debt of gratitude for sympathy and assistance in the work that we have been called upon to perform jointly with them.

We are, &c.,
G. D. Braik.
James Milne.
T. B. Strong.

The Chairman, Education Board, Wanganui.

WELLINGTON.

Sir,— Education Office, Wellington, February, 1908.

We have the honour to present our annual report on the condition of the primary schools of the Wellington Education District.

During the past year 159 schools, including ten district high schools, have been in operation—that is, four more than for 1906. Five new aided schools were opened—Homeburn, Kauhiku, Kaikuri, Pakowai, and Pakaraka; while one, Tikaramonga was closed. All the schools in operation during the whole year were examined, and with the exception of Akitio, all received a second visit of inspection. Three of the aided schools were not visited, as they had not been opened when the Inspector was paying his annual visit to the district; and one, Homeburn, was closed a few months after its opening. The Normal School was examined by the Principal of the Training College. In addition to the above, nine Catholic schools were also examined and reported upon.

The following summary is taken from the annual return forwarded to the Education Department:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age o Pupils in each Class.
			Yrs. mos.
Standard VII	500	463	14 9
" VI	1,379	1,326	13 8
" V	1,704	1,626	12 10
" IV	1,931	1,841	11 10
" III	2,087	1,970	10 10
" II	2,097	1,987	9 10
" I	1,910	1,762	8 9
Preparatory	5,328	4,491	6 10
Totals	16,936	15,466	11 2*

* Mean of average age.

These totals, as compared with last year's numbers, show an increase of 127 children on the roll, but a decrease of 275 in the number present at the time of the Inspector's annual visit. There is a slight shrinkage in Standards VII, VI, IV, and I, while the other classes account for the increase.

The rate of increase for the past few years has hardly been maintained, as will be seen from the following table:—

	Roll.	Present.
1905	16,505	15,510
1906	16,809	15,741
1907	16,936	15,466

These totals do not include children attending the Catholic schools with a roll-number of 1,339. This brings the total number of children examined during the year to 18,275.

Accommodation.—As the question of accommodation, on which we have reported in detail to the Board during the year, will be referred to in the Chairman's report, we do not propose to dwell upon it here. We should, however, like to say that provision should be made for residences for the lower-grade country schools. In many cases teachers are unable to obtain suitable lodgings, a difficulty which not only prevents many from applying for these schools, but also induces successful applicants to leave for other posts at the earliest opportunity. Moreover, the house allowance is not adequate, nor is the salary stable enough to secure continuity of service. The want of a suitable residence and the insecurity of salary are the two chief causes of the inefficiency of many of these schools, and any steps that can be taken to remedy these two defects will contribute largely to greater efficiency.

In forming our estimate of the general efficiency of the schools in the district we have had regard to the fact that the past year has been quite an exceptional one in the matter of sickness, which has affected both children and teachers. In many places epidemics of scarlet fever, whooping-cough, measles, and influenza have succeeded one another without intermission. The loss of time and the disorganization resulting from this have naturally affected the work of all schools, but more especially those where the children have long distances to come over bad roads. Taking these circumstances into consideration, we have classified the schools as—satisfactory to good, 117; fair, 31; inferior, 11. The latter schools belong chiefly to Grades 0 and 1, and in nine out of the eleven changes have been made in the management.

Examinations.—In anticipation of the new regulations to be issued by the Education Department, we advised those schools examined after June to delay the majority of their promotions until the end of the year. In those schools examined in the early part of the year the case of the proficiency candidates who failed to come up to requirements at the annual visit was met by a supplementary examination which was held in December. This arrangement, though unsatisfactory in many ways, has, we hope, done something to bring all the schools of our district into line, and now, with a few exceptions, the new year's work is beginning in January, 1908. A reference to the number of proficiency certificates issued at the annual visit shows a decrease when compared with 1906, but this is counterbalanced by the number issued in December at the special examination. While on the subject of certificates we once more take the opportunity of advocating the substitution of a leaving certificate for the certificates of competency and proficiency of Standard VI. A leaving certificate granted by the Inspector in the ordinary course of school-inspection and after consultation with the teacher, would in a measure safeguard our elementary schools from the perfect fever of examination which at the end of the year appears to infect every educational institution in the country. The Inspector's examination for certificates of proficiency is, moreover, overlapped by the Department's examination for free places. At the December examinations for Junior National Scholarships and free places, there were over two hundred candidates from this district alone, practically all of whom had already been examined for free places at their own schools, and the majority of them within a few weeks. One or other of these examinations is certainly unnecessary. The educational systems of America and Germany are continually being held up as patterns of excellence, and if in these countries the step from the secondary school to the university even, is free from the examination incubus, surely in our case the child under fourteen years of age can be passed from his elementary to his secondary course without having to undergo any special test. If the Inspector and the teacher, with their personal knowledge of a child's work and capacity, are not competent to decide on his fitness or otherwise for a secondary course, then they are certainly not competent to direct and control his primary course. One of the arguments advanced in favour of the examination test for free places is that otherwise there would be a certain number of children receiving the benefit of free secondary education who would make no return to the State for the money they cost. We do not think that this idea is in consonance with the higher ideals of education, and in any case, considering the extreme complexity of the child-mind and the various lines along which it may develop, it is a bold thing to say that, because a child may not reach a certain arbitrary standard in such a subject as, say, arithmetic, he is therefore to be debarred from the advantages that secondary education may confer.

English.—While we confidently assess the reading of our district as satisfactory, we feel that many teachers do not appreciate its importance as an index to the child's general culture. Mechanical accuracy—excellent in its way—occupies too prominent a position with both teacher and pupil, for we must remember that practical power is only a means of intellectual power. Purity of accent, correct phrasing and intonation that denote an intelligent grasp of the author's meaning, must be the most real indications of the teacher's influence and the literary atmosphere of the school. What we have to say here, of course, applies not only to reading, but also to recitation, and more particularly to the ordinary speech of the child. There is no fact so vital to the teacher's work, as the fact that the mind can only grow as it has the power to express itself, and further (as Professor Laurie says) "It is round the language learned at the mother's knee that the whole life of feeling, emotion, and thought gathers" and finds expression. In this connection the influence of the teacher must often be pitted against that of the home and the street—influences ever present, and in many cases dominant over others operating in the schoolroom. We would again impress upon some of our younger teachers the fact that example is better than precept. Coming to matters of detail, we must here refer to a reproach urged with a certain amount of justice against our schools—the need for purity of accent. Failure to attain it appears to us to be due mainly to the following faults: (1.) Slovenliness of speech, as shown in *usuly*, *yestideh*, *las*, *supprise*, &c. Such mistakes cannot be a noticeable feature in a well-disciplined school. (2.) Failure to appreciate the value of the common vowel-sounds—*e.g.*, *moine*, *laig*, *teown* (and more recent developments), *ut* for it, *plasuz* for places. Careful phonetic drill in the lower standards is the only effective means of coping with these faults. This whole question is intimately connected with spelling, with which, so far as its mechanical accuracy is concerned, we are well satisfied. When we come, however, to consider its effect on enunciation we feel that its influence is practically nil. We are unconventional enough to look forward to the time when such reasonable measure of spelling-reform shall be brought about as will not only relieve the child of much useless drudgery, but will also make spelling what it ought to be—a powerful factor in teaching language, both spoken and written. Are we not too often indifferent to the troubles of the little ones struggling with the harassing contradictions between the spoken and written forms of the same words? Apart altogether from our own judgment in the matter, may we not accept the assurance of such authorities as Professor Skeat and Dr. Sweet that the old bogey of a dethroned etymology has lost its terrors: that reform, while it remorselessly prunes unauthorised interpolations and excrescences, will do more than anything else to lead us back to the "well of English undefiled." Arguments for the retention of such forms as "labour," "scent," "anchor," "arrive," "ache," might just as reasonably be urged for the continuance of "scituate," "horrour," "chirurgeon," "gulph," and other orthographical curiosities long since departed. Composition is in some respects the least satisfactory subject in our syllabus. With reading it must be taken as the summation and index of the child's literary training. As such, it will be the finished product directly of the English work and indirectly of the whole school programme. In this latter connection we again draw our teachers' attention to the influence of spoken language on this most important branch of our work, for, though common usage has limited the term "composition" to written expression, it must be remembered that it includes oral expression as well. The child's dislike to essay-writing and the want or originality in ideas and their expression appear to be largely due to the voluntary or involuntary attempt to remove the essay in some way from the domain of the pupil's every-day speech. Instruction in essay-writing is too often confined to the correcting of a series of essays. Such a negative method has, of course, its value, but only when it forms the complement to systematic direct teaching. Some of the time now devoted to essay-writing might advantageously be devoted to memorising good prose selections, for here, as in other departments, the child's imitative powers may reasonably be used as an educative factor. Formal grammar practically finds no place as a separate subject in the syllabus as at present constituted, and, though we maintain that it has little or no bearing on the teaching of composition as an art, we are by no means insensible of its value both as a mental exercise and as an aid to the analytical and critical study of language; as such we shall welcome its reappearance in the syllabus in the modified form proposed by the Department. In our report of last year we dealt very fully with the matter of handwriting, and we are satisfied that the subject is receiving its fair share of attention, and that an improvement is taking place throughout the district. We welcome the advent of the *School Journal*, and trust that it will materially assist our teachers in a matter referred to by us in our last report—the question of wider reading. We feel that the journal has been the subject of some unreasonable criticism—a criticism aimed largely at its failure to do many things which cannot fairly be expected from a small monthly publication of necessity limited in form and scope. Whatever it may attempt, we feel its first duty is to provide bright and varied literary matter, more especially matter which is likely to be of importance and interest to the children of the Dominion. The addition of illustrations appears to us to be a matter of consideration if the *Journal* is to compete in interest with the ordinary school magazines and text-books. A matter not altogether unconnected with the *School Journal* is the question of the uniformity of text-books and their issue by the Department. This has been dealt with in a special report already presented to the Board.

ARITHMETIC.—Our estimate is practically the same as that of last year: Standards I, II, and III, good; Standard IV, satisfactory; Standards V and VI, moderate to fair. We have in previous reports expressed our opinion that, from the points of view of both utility and mental discipline, an exaggerated importance is attached to arithmetic as compared with, say, language. As Sir Oliver Lodge says, "A subject may easily be overtaught, or taught too exclusively and too laboriously." Of the twenty-four hours per week available for the whole syllabus of fourteen subjects, in many cases six hours or even more are devoted to arithmetic, and in the upper standards quite two hours of this time are taken up with long mechanical operations and problems which are beyond the mental grasp of the majority of the pupils. Methods and principles—the true education in arithmetic—are, as we have so often said before, sacrificed by the teacher to "wearisome, over-practice and iteration in examples," for the simple reason that in a written examination principles and methods are invariably subordinated to accuracy in working examples. As a matter of fact the average examination-paper in arithmetic from matriculation downwards might have been set thirty years ago, for all the encouragement given to a rational treatment of the subject. We believe that the requirements in arithmetic for the average Standard V pupil under thirteen years of age are, moreover, out of proportion to his knowledge of written and spoken language. An able educationist of long experience, speaking of the unsatisfactory treatment of this subject, says, "Outside the mechanical operations (addition and subtraction) arithmetic is only a question of interpretation of language, and hence a child's success in the study of it is largely conditioned by his knowledge of language. It is certain that a wider and a deeper study of the language and content of the reading lessons would greatly aid the child in his arithmetic." We entirely agree with this, and should like to see such a reduction in the tests for the upper standards as would enable the subject to be covered by a more reasonable and equitable allocation of the time available.

HISTORY AND CIVICS.—We find as a rule children receiving intelligent instruction in the ordinary duties and responsibilities of citizenship. The constitution and functions of the more important local bodies and matters connected with elementary economics are also features in the majority of the programmes of work submitted to us. With regard to history proper we are not able to express the same satisfaction. Too often the programmes are attenuated—not to say "scrappy." The regulations permit history to be taken in alternate years with Course B geography, but we do not think that the omission of a subject from the school course for a whole year is calculated to encourage its comprehensive treatment. In the teaching of no subject do the spirit and ideals of the teacher find more expression than in history, but it is no longer a compulsory subject for the teacher's certificate, and we are concerned to notice the number of young teachers who omit it from their professional course of study, for we fail to see how any one is to appreciate a subject with which he is not familiar. We find the best work done in schools in which the teachers are old-fashioned enough to attach importance to history, not as an examination subject, but as a means of inculcating in their boys and girls those feelings of patriotism and proper national pride which it is quite possible may one day prove as valuable assets to the nation as even its commercial and industrial efficiency.

Geography.—With regard to Course A we have little to add to our remarks of last year. The programmes of work submitted to us are as a rule satisfactory as to matter, and intelligently drawn up, but we have still to impress upon teachers the necessity of paying more attention to the instructions in the syllabus "that the subject should be based as far as possible upon the actual observance of natural phenomena by the children." In the mathematical division of Course A the work has hitherto been of a somewhat feeble nature, but we have much pleasure in welcoming a comprehensive text-book by the Inspector-General which will prove of the greatest assistance to teachers and students in dealing with this rather difficult portion of the subject. In Course B the use of the Geographical Reader alone has not been found altogether satisfactory, and we have found it necessary to require definite programmes, as in the case of Course A.

Nature-study and Elementary Science.—In our junior classes nature-study is finding increasing favour. A truer appreciation of its value, of its living interest to children, and of its higher aims is enabling many of our teachers to rely less on text-books and to work more along their own lines—this much to their own and their pupils' profit. In many of our infant-rooms we now find the songs, the stories, the drawings, and models all made to centre round the bird, or flower, or insect the little observers have been studying. We need hardly say that co-ordination has its limitations, and these are exceeded when it is no longer purely a means to an end. Elementary agriculture in our country schools now forms the fit and proper complement to the nature-study of the lower standards, though we look forward to the time when the garden takes a more prominent place in the work of the Preparatory classes. The addition of school gardening to the syllabus has entailed a large amount of extra work on country teachers—work willingly undertaken. In the preliminary work of breaking in the ground for school gardens, many committees have rendered invaluable assistance, and we bespeak their further sympathy with the teacher in looking not merely for the husbandman's return of fat crops, but for a return measured only by the larger interests and wider sympathies of the children. We trust that, as the teachers become accustomed to the school garden and its bearing on school-work, the "Craft and Crop" aspect will not obscure the other and no less important side of this work—viz., its bearing on the mental and moral development of the scholar. To quote Mr. Davies, the agricultural instructor, "A matter not entirely foreign to the subject under notice is the care and beautifying of school grounds. Indeed, in America, a country which is generally credited with being beyond all else practical and utilitarian, this feature occupies a leading place in the rural education programme. Is it too much to hope that as one of the results of nature-study the school may become a source of pride and inspiration to the district?" We are in entire accord with Mr. Davies in this matter, and we can assure teachers that both sympathy and practical assistance will not be wanting in any attempt to further so entirely praiseworthy an object. We are, moreover, the more inclined to give prominence to this subject, as during the past year we have been compelled to report in strong terms on the unsatisfactory condition of certain school grounds and offices. During the year instruction in elementary agriculture was provided for such teachers as could arrange to attend at Greytown from April to June, Masterton from July to October, and at Levin during November and December. A similar class at Pahiatua was arranged for, but had to be abandoned owing to the indisposition of the instructor, Mr. Davies. The obvious difficulties in the way of making a Saturday class successful in such a subject as agriculture and the excessive demands made on the time of the teachers attending have induced the Board to adopt this year a system of arranging for a limited number of selected teachers to go into residence at Greytown for a fortnight at a time.

Physical and Military Drill.—Breathing exercises, we are pleased to note, now take a prominent part in the day's work of the large majority of our schools. The few minutes devoted every morning to physical exercises in the open air is quite in accord with our suggestions of last year about the wider bearing of physical culture on the child's every-day life. In the matter of military drill we would refer the Board to the report of the Officer Commanding the Public-school Cadets of the Dominion. So far, however, as this Department affects the actual school-work, we have marked it as very good. Though this is hardly the place for a discussion as to whether the attendance of teachers at battalion drill is or is not compulsory, still, speaking entirely from the point of view of the interests of the schools and the cadets, we think that company drill satisfies all reasonable requirements, and so far as our teachers are concerned, it is very properly treated as a compulsory subject. Battalion drill appears to us to stand on an entirely different footing. It has its very necessary place in any national scheme of military training and defence, more especially in the effective training of officers who may be called upon to handle large bodies of men, but its bearing on the training of the individual cadet does not, in our opinion, justify any action that might jeopardize the success of a cadet system which owes so much of its efficiency to the cheerful and voluntary co-operation of our teachers. The question assumed an unpleasant phase during the year, and, as there seemed some doubt as to the interpretation of the regulations, the Department has been approached with a view to replacing the management of the cadets under the sole control of the Board. If this is agreed to, fresh regulations will be framed which will prevent the recurrence of that friction which is invariably the result of dual authority.

Singing.—In one-fifth of the schools Grade 0 singing is marked as below satisfactory, and in a few schools it is not taught. In less than one-half is it marked as "good" or "very good," and in these schools most of the teachers in the course of their training have had the benefit of instruction from an expert, and many of them had attended the lessons given by Mr. Parker some years ago. This subject we considered of such vital importance in the schools that it was thought advisable to make such arrangements as would enable our teachers again to have the assistance of an expert. The Board therefore asked Mr. Parker to renew his Saturday classes. These were well attended, and thoroughly appreciated by our teachers. In the course of his report Mr. Parker says, "The lessons covered, so far as was possible in the time at my disposal, the whole ground of elementary school teaching, including proper methods of breathing, quality of voice, sight reading (time and tune—both notations), ear-training, and school songs. All these subjects were not, of course, exhaustively treated, but each was carried to a certain point, and as thoroughly as possible. The first of them—namely, breathing—has been a good deal talked about lately, but it is no new subject of teaching in Wellington. Twenty years back I was urging its importance in our school-work, and giving precisely the same, or very similar, exercises in the subject. Indeed, I look upon this and the proper use of the voice as the two most important points, both for teachers and pupils, in any well-considered plan of instruction in singing. From the hygienic point of view alone the subject of vocal music in our schools is entitled to far more consideration than is yet given it in New Zealand. By ignorant or careless treatment the voices of our children may be irretrievably spoilt, whereas by sensible and proper training—even within the brief limits allowed to the subject in our school time-tables—the foundations of what may be not only a health-giving exercise but a source of life-long pleasure may be satisfactorily laid. . . . . I think, of all the varied musical work which I am privileged to undertake, this is the most valuable and permanent." Lessons such as these are invaluable to our teachers, and we hope the Board will continue the Wellington class and provide a course for some country centre, such as Masterton.

MANUAL AND TECHNICAL.—During the year 116 schools earned capitation under the Manual and Technical Regulations. Nearly all the subjects set down for classes below Standard V were represented, and grants were also earned for such science subjects as agriculture, chemistry, physical measurements, botany, physiology, and "first aid," and also for dressmaking, cookery, woodwork, dairying, swimming, and life-saving.

We are well satisfied with the work done in all these classes, and our opinion has been confirmed by the Department's Technical Inspector, who gave a very satisfactory report on the classes visited by him during the year. Manual work in our schools is improving year by year, but while many of our teachers now realise its proper place in the curriculum, there is certainly evidence that these subjects "have been pushed so hard as to defeat the purpose of scientific education by depriving the pupils of their necessary training in other subjects, and especially in the power of expression in their own language," and we desire to repeat the warning we have given in previous reports that, while "sense-perception and practical work should have a place in any curriculum, that place should not be an exaggerated one." Mr. Howe, who was appointed instructor in woodwork, opened his classes at Thorndon in June, and another centre was opened in Constable Street. A very satisfactory programme was drawn up, and the boys showed great interest and made good progress in the work. As the programme provides for instruction in drawing, we look forward to a great improvement in those branches of this subject which include geometrical and scale drawing. The addition of cookery and woodwork to the subjects of the teachers' examination should give some encouragement to work of this class. Saturday classes for teachers have been established in cookery at Wellington and Masterton, and in drawing and handwork (including woodwork) at Wellington.

SCHOLARSHIPS.—The Board's junior scholarships were awarded on the results of the examination for Junior National Scholarships. The larger schools were fairly well represented, but in the schools with sole teachers, which form a class by themselves, only a few candidates were presented. The raising of the age for the Junior National Scholarships from thirteen to fourteen should have a tendency to extend the benefits of scholarships to schools now poorly represented. For the Senior Scholarships sixty-four candidates sat for examination, and fifty-seven of these succeeded in qualifying for a free place. Scholarships were awarded to the first ten. The list of successful candidates is appended.

PUPIL-TEACHERS.—We are pleased to be able to report that the majority of our pupil-teachers had passed the matriculation examination before entering on their apprenticeship, and thus were relieved from the drudgery of passing examinations while engaged in teaching. Only a few were required to sit for the first examination (Civil Service Junior) in December, and all but two succeeded in passing. Three pupil-teachers who failed at the previous examination sent in their resignations during the year.

DISTRICT HIGH SCHOOLS.—As judged by examination results, the secondary classes of the district high schools have been doing very satisfactory work. Many candidates have passed the University examinations for matriculation and solicitors' general knowledge, and in the Civil Service Junior Examination of December thirty-seven candidates under the age of sixteen years succeeded in obtaining the necessary number of marks to qualify for a senior free place, and of those who entered for Senior Board Scholarships only seven failed to obtain the necessary pass. These results are all the more satisfactory in view of the fact that the scholarship-winners, and the best of the scholars who pass out of the primary department, invariably go to the secondary schools. This undoubtedly is the best course for the pupils to pursue, but had these scholars remained in the district high schools the results would probably have been more encouraging to the teachers. In our detailed reports on the secondary classes the work in the various subjects is generally marked from "Satisfactory" to "Very good," but in some of the classes we have found it necessary to call attention to the writing and arrangement of the work. Some of our secondary teachers seem to find a difficulty in realising that it is just as necessary to have neatness and good writing in the secondary classes as in the primary. In previous reports we have pointed out the kind of curriculum suitable for these classes, and we are pleased to notice that in the majority of the programmes submitted to us such subjects as Latin, algebra, and geometry are now made optional, and more prominence is being given to subjects suitable to the environment and nature of the child. The requirements for the Civil Service Examinations have been amended to meet this view, and the addition of elementary agriculture to the matriculation syllabus is a step in the same direction—changes which will make it easier for the secondary teacher to meet examination requirements and provide for practical work at the same time. Masterton, Greytown, Carterton, Thorndon, and Levin are now equipped with suitable laboratories, and individual work in science is being carried on in these schools. The necessary rooms have not yet been provided at Pahiatua, Hutt, and Petone, but when the difficulties of obtaining accommodation at these places have been overcome we hope to see suitable provision made for practical work for both boys and girls.

The report of an Inspector must necessarily partake somewhat of the unpleasant nature of a "counsel of perfection," and we feel we should be guilty of grave injustice if in our desire to criticize certain weak points in the management of our schools we failed to express our appreciation of the good work done by our teachers as a whole. The Board is fortunate in having in its service as teachers not a few educationists of high standing and long experience, to whom we cheerfully acknowledge our indebtedness for many suggestions and ideas which have proved of advantage to the district generally. It is impossible to be brought into daily contact with the members of the teaching profession without being deeply impressed with the difficulties in which they labour. Within the past few years a great deal has been done to improve their condition in the matters of pay and status, but much more remains to be done. Year by year the importance of education demands that its efficient direction and management should be in the hands not only of highly trained experts and specialists, but of men of high ideals and endowed with exceptional parts and special qualifications; and it is not reasonable to suppose that men of this stamp will be attracted to a profession that asks for so much, yet gives so little in return.

We have, &c.,
T. R. Fleming,
F. H. Bakewell, Inspectors.
J. S. Tennant,

The Chairman, Education Board, Wellington.

HAWKE'S BAY.

Sir,— Education Office, Napier, 24th January, 1908.

In a brief review of the work done during the past year in the schools of this education district it is difficult to compare one year with another under the old and the present working conditions. Under the old system of regulating examinations and the inspection of schools an Inspector was in close touch with the children in every school of his district, but now he is debarred, if not directly by regulation, certainly by official sentiment from making himself acquainted in any detail with the real working of a school. The head teacher does the examination work and makes promotions, and the central department in Wellington has complete control of all examinations for scholarships, whether Board's, Queen's, or National. So also the examination of pupil-teachers has come under the control of the authorities in Wellington, and the only work that remains as a semblance of the past is the examination of Standard VI pupils for certificates of competency and proficiency. These changes, important as they are, merely modify the arrangements for carrying on the work of education. Just as before, the question remains as to the character of the instruction that is being given in the schools. Have the increased responsibilities of the teachers brought about improved working-conditions? and is the country likely to have a brighter, better, and more intelligent democracy under the newer conditions than was possible under the old? The answer to these questions must be, I think, deferred for the present, and the reason is a simple one. Freedom, under any circumstances, only becomes of value when it can be used beneficially. The freedom to classify and promote children implies skill and training on the part of the teachers, and were all the teachers in the Board's service qualified by training and experience, the responsibilities that the regulations throw upon them would certainly not be misplaced. But a large proportion of the teachers, particularly those in charge of the smaller schools, have never been trained, and in such cases it becomes a difficult matter to decide what ought to be done. Many of the untrained teachers are very earnest in their teaching, and make efforts to carry out the departmental regulations as far as they can; but the inexperienced teacher fails to realise the need of thoroughness in the essential work of a school, and promotions are made much to the detriment of pupils. In the case of the trained teacher, the freedom of classification enjoyed has not been abused to any noticeable extent, and as the responsibilities increase it appears to me that a high standard of work will be maintained in the schools. In the large centres this is to be expected. Competition is an important factor, but, apart from this, a higher standard of duty prevails among the majority of teachers, and the work is done regardless of pass or failure, the aim being the betterment of the children. I wish something could be done for the untrained and inexperienced teachers. The most depressing work one has to do is to visit some of the smaller schools. The teachers in them can hardly be dismissed for incompetency, as it is doubtful whether their places could be filled to better advantage as things are at present. But it is possible to improve them. A month's course of special training in one of the large central schools like Gisborne, Napier, and Hastings would be a public benefit, as it would assist them in placing the smaller schools under better working-conditions, and I trust that something will be done by the Board to carry out the suggestion now made. As showing the disadvantages under which the instruction in the small country school is carried on, it should be stated that not a single pupil in the small schools throughout the district qualified for a scholarship during the past year.

School Districts.—The school districts have not shown any material increase in the school population, and only three new schools were opened. One hundred and one schools were in operation during some part of the school year, but four of them were temporarily closed at the date of the annual visit. The school rolls contained the names of 9,465 pupils at the time of the annual examinations. These represent an increase of 408 pupils compared with the corresponding period of the previous year. Five Catholic schools were also visited and dealt with as in the case of Board schools. They contained altogether 597 pupils, so that altogether the Inspectors dealt with 10,062 pupils who were returned on the schedules as receiving instruction in accordance with departmental regulations.

The number of teachers in the service of the Board in December was 253. One hundred and fifty of them held certificates of competency from the Department in Wellington, five held a license to teach, forty-five held no certificate, and fifty-three were pupil-teachers who were receiving definite training and instruction in the schools to which they were severally attached.

The school attendance for the year shows only a fair increase. Sickness has been rife in many districts, and a number of the schools were compulsorily closed in consequence of measles, whooping-cough, and other forms of children's ailments.

The losses in salary to teachers by the appearance of an epidemic of sickness or by a run of bad weather cause murmurings which, if not loud, are deep, and it would be a good thing to recognise the principle in the payment of teachers' salaries that no deductions would be made in cases where the falling-off in attendance is the outcome of causes over which the teachers have no control. A regulation having this end in view would be hailed by teachers with much satisfaction.

In the large majority of schools the accommodation is ample for the requirements, and the buildings are in fair repair. The demand for additions and new buildings are few, and a comparatively small expenditure would satisfy the full school needs of the district. It is surprising why no heed has been paid to the frequent applications for accommodation at Mangapapa and Mahora, where the rooms have been overflowing for a long time. It is useless to urge the claims of these districts any longer. Tipapakuku School is full, but the claims are not pressing as at Mangapapa, although the teaching can hardly be effective, as there is a single room in which ninety children are instructed under several teachers. The schools at Woodlands Road, Ngapaeruru, and Rissington are conducted in buildings that are unfitted as places for the instruction of young children, and I would again urge the claims of these districts to consideration.

The growing tendency among settlers to ask for the establishment of a school, and this without a corresponding increase in the school attendance in the district, is to be regretted. One's sympathy must always go out to the settlers in remote places, where, perhaps, three or four children of school age are calling for instruction. As much help as possible should be rendered, but the help will best be given by providing a good school at a reasonable distance, and making a grant towards the maintenance of a horse in cases where riding to school is necessary. The small school is too often the inefficient school, and, although it provides something for the children, it certainly does not provide what can be better provided in other ways.

The condition of the school buildings calls for some notice. The arrangements for painting the buildings are barely keeping pace with the requirements. Perhaps it would be well to employ an additional painter for a time, so that the buildings in the Poverty Bay district could be painted without the withdrawal of the painters from the schools in the southern portion of the district. Whenever the painter visits a school it would be well to arrange for painting the inside and outside of all buildings, and definite tones of colouring should be selected for all inside work. A cheerful schoolroom is the stepping-stone to a cheerful home in the case of many children.

Much of the school furniture is now old, and but few appliances have been supplied for many years. Under the present syllabus of instruction modern appliances are necessary. In some of the older schools the desks are worn out, or are unsuitable for use by senior pupils. Applications have already been made by the Napier North and Hastings Committees for new desks for the upper classes, and, if they are to be supplied, it is advisable that a definite type of single desk be approved for use in schools where refurnishing may be necessary, and in all new buildings. A thousand pounds expended in school apparatus and appliances would barely provide for actual wants in the schools at this time, and no account whatever is taken of the estimated cost of apparatus that is necessary for instruction in elementary physics and chemistry in the larger schools.

The classification of pupils at the date of the annual examination for promotions will be seen in the accompanying table, which gives the roll-number for each standard class, the number present at examination, and the corresponding numbers for 1906.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	101	98	15 0
" VI	574	555	13 9
" V	831	787	13 0
" IV	1,090	1,022	12 3
" III	1,125	1,046	11 1
" II	1,253	1,171	10 1
" I	1,106	1,039	9 7
Preparatory	3,385	2,965	7 2
Totals	9,465	8,683	11 6*

* Mean of average age.

It is now two years since the Board agreed to hold a synchronous examination for all Sixth Standard pupils. Teachers were then instructed to make their annual class promotions in December, instead of at the time of the Inspector's annual visit to a school. These changes were of great importance in connection with school control and organization. In December, 1906, the first synchronous examination took place, and it met with the hearty support of the teachers. Again, in December last the second examination took place. Registered examination-papers were posted to each centre, and these were supervised by two teachers who had been recommended as qualified by the Teachers' Institute. All arrangements in the local centres were made by the teachers themselves, and the plan has worked exceedingly well. On the 2nd December 544 candidates from sixty of the Board schools and forty-seven candidates belonging to five Catholic schools presented themselves for a certificate of competency or of proficiency in Standard VI requirements. The passes in both grades numbered 533, of which 356 were passes for certificates of proficiency.

The simultaneous examination of pupils from widely separated districts may perhaps possess some disadvantages, but it certainly provides a good opportunity of comparing pupil with pupil, and school with school, that was not possible under the old system of examination. Training, method, and efficiency can easily be estimated, and wide differences were seen in the papers of the candidates. Some of the schools did badly in arithmetic, others in English, and others in geography. The weaknesses were not general, but represented rather the strong and weak points among the teachers. Free classification, it has been urged, is an ideal one for the attainment of sound instruction, but, if such is the case, the relative thoroughness cannot yet be measured by means of examination tests.

The greater freedom enjoyed by teachers in the selection of work and in school control generally is bringing into prominence the fact that the plan of mere paper tests will soon become obsolete. The individual intelligence must be tested in other ways than by written exercises, and a physical and moral balance must be used equally with the mental in determining the best and highest qualities of children. The study of nature, which includes elementary science, also skill in the use of tools, and even physical development, will have to count in determining the "make-up" of a complete training for a girl or boy.

As to thoroughness in the mechanical preparation of subjects of instruction, the present cannot be compared with the past, as far as Hawke's Bay District is concerned. The old plan went in the direction of simplicity; the new aspires to complexity. Under the old there was an ideal, definite and attainable; under the new the schools are groping after something that is termed "wide intelligence," but which is better explained by the term "superficial knowledge." The regulations aim to foster scientific method; but how little is this possible among teachers who are thrown into a wilderness of educational indifference, where too often the school is made to subserve the "bread-and-butter" subjects of the anxious and overworked settler.

Nature-study is making most headway in the junior departments of the larger schools, and it is in these that one often meets with real glimpses of vitality and success in dealing with this interesting and important subject. A recent occurrence will illustrate my point. The junior department in a large school in the southern portion the district has encouraged experimental nature-study for years with considerable success. The instruction is practical, and is carried on in a large measure to train children in habits of observation with reference to animal and plant life in the vicinity of the school. The effect on one of the little girls in P3 class was that she began to keep a school in a small outhouse. She had a number of bottles for her scholars, each with the name of a child in her own class written on a piece of paper and fastened round the neck. She had a shelf which was a model of one in the schoolroom, and held a flower-pot with sweet-peas growing in it, a glass for containing tadpoles, another one with cress and mustard, and another with an onion growing in water. There was a saucer, too, with water in it, and a flourishing carrot-top on it. The little girl hurried home every day to her school, and rehearsed the day's lessons to her scholars. She watched the specimens very carefully, and compared their progress and changes with those in school. "This," says the mistress who sends me the above account, "is the most interesting instance I have noticed, but I know from what the children tell me that many of them try at home to carry out the experiments they see going on in school." And were this plan fostered by teachers, a love of nature would soon spread among the children, and the foundation of true scientific inquiry would be laid.

In quite a number of districts great attention is paid to the flower-garden, but the kitchen-garden has barely received attention. The useful, even in school studies, is supposed to precede the ornamental, and Commitees might well foster the establishment of kitchen-gardens for testing and experimental purposes.

The celebration of Arbor Day was kept in forty-five school districts, and resulted in the planting of about 2,500 trees. In the Poverty Bay district several gentlemen specially interested themselves, and visited a number of the larger schools, so as to give practical lessons in tree-planting and levelling. The lessons were much appreciated by the pupils, and, judging by the papers that were sent to me containing a descriptive account of one of the lessons given, such teaching must prove of high value to the children.

Nature-study is encouraged by this practical instruction in habits of observation, and illustrative lessons of a similar kind might well be fostered by teachers. I should like to see prizes offered by the Board for the best-kept school garden and the best-arranged and best-planted site. Emulation would be fostered in this way, and it would bring into prominence the actual progress of local educational effort year by year.

The woodwork, cookery, and dressmaking classes under the Manual and Technical Regulations have been continued in the schools on the lines set forth in my last year's report. Mr. Gardiner, the instructor in woodwork, has conducted classes in Napier, Hastings, and Dannevirke, as centres. The cookery classes for girls have been carried on in the same places by Misses Millington and Lousley, and Mrs. Thomas has conducted dressmaking classes. In Poverty Bay the instruction in woodwork was given by Mr. Levey. Altogether more than a thousand children received instruction in one or more of the subjects mentioned. Instruction in military drill, with other forms of physical instruction, is given in all schools where the attendance warrants their being taught. In the smaller schools ordinary school drill is taught along with calisthenic exercises, and generally the results are fairly satisfactory. In the larger centres most of the teachers are Volunteer officers, and military instruction in the schools is well and efficiently given.

The three district high schools were duly inspected and examined, but they cannot be reported as being in a flourishing condition. Hastings is the only one with signs of growing vitality, but the demand for office-lads in Gisborne and farm-lads in Woodville is keeping down the attendance at these schools. Standard VII pupils only numbered 101 in 1907, compared with 134 in 1906. The difference is very marked.

The proposal to establish a district high school at Waipawa is likely to meet with general approval, and, along with the technical buildings lately finished, such a school should satisfy the educational requirements of this growing district for some time.

The character and general tone of the schools—Catholic and Board alike—continue satisfactory. Comparisons are not necessary. Cases of neglect and indifference on the part of teachers are rare. The moral influences are good, and many teachers set before their pupils excellent examples of good living.

My thanks are due to the Board for providing me with help in the work of inspection and examination. As remarked already, more than ten thousand children are attending schools that are open to inspection, and Mr. J. A. Smith's appointment as Assistant Inspector has proved of real help. He commenced duties in April, and already he has been over the larger part of the district. During the coming year we propose visiting fairly often every school where we think it possible to improve the character of the work by a little additional oversight.

Before closing this report I desire to direct attention to the milking industry as carried on in certain districts. There are occasions when it is one's duty to speak on behalf of those who are unable to speak for themselves. No one acquainted with the struggles and hardships of the small settlers would willingly hurt their prospects or hinder them in the production of a single gallon of milk, but if the milking industry cannot be carried on without using and abusing child-labour, the case calls for inquiry. The following is an example among others that might be cited. A family of six children, three boys and three girls, were attending a certain school in March last. Their ages were—girls, 13 years, 11, and 9 respectively; boys, 12 years, 10, and 7; and the daily milking-task was—girl aged 13 milked 10 cows in the morning and 10 in the evening, girl aged 11 milked 10 cows in the morning and 10 in the evening, girl aged 9 milked 9 cows in the morning and 9 in the evening, boy aged 12 milked 11 cows in the morning and 11 in the evening, boy aged 10 milked 11 cows in the morning and 11 in the evening. The youngest boy, aged 7, fetched in the cows, but did no milking. The oldest girl was in Standard IV, and the eldest boy in Standard II. Milking began in the morning at a quarter to 6, and finished at 8. Preparations then began for breakfast and school, and this round of work went on during the spring and summer months. These children had to attend school for five hours daily, and it is not difficult to realise that their progress was slow. Information received from teachers satisfies me that a number of children are being overworked, and attention is drawn to the matter in the hope that the Board will be able to lessen the hardships of children in the direction indicated.

I have, &c.,
H. Hill, Inspector.

The Chairman, Education Board, Hawke's Bay.

MARLBOROUGH.

Sir,— Education Office, Blenheim, January, 1908.

I have the honour to present my fourth annual report on the schools of Marlborough.

Number of Schools.—There were seventy-seven schools on last year's list. Owing to the difficulty in obtaining and retaining teachers, a number of these schools had but a fluctuating existence. Their roll varies from two to seven. They are mostly in the Sounds, where narrow sheep-tracks and steep hillsides render the passage from bay to bay dangerous for young children. Very few are within five miles of each other by track. Centralisation by launch would be costly and not without danger; but as population grows the opportunities for centralisation should also increase. Young teachers, finding the bays remote, do not always care to stay a year; hence many breaks in the work. Notwithstanding these disadvantages, the Board considers it better to recognise the schools, and thus extend to the settlers as much assistance as possible. It is a matter for regret that, with all this inducement, in some localities children are growing up and passing from infancy to youth without ever having had a school in their midst. This is owing to the neglectfulness of the parents and guardians. In last year's report of the Wellington Board it was stated that a number of neglected children were reported to the police, at whose instance they were committed to receiving-homes or industrial schools. It might be well to take some such action in several localities in Marlborough.

Inspection.—Sixty-nine public and five private schools were inspected during the year. A number of supplementary visits were also paid to view the school gardens. In some of the smaller schools the careless keeping of registers is still noticed; the correspondents are enjoined in all cases to see that the registers are carefully marked and preserved, otherwise the payment of capitation is endangered by the absence of a valid basis on which to pay it. By several teachers schemes of work had not been prepared. These are now provided for by the issue from the office of special books, so that there may be no excuse for neglect. A residence has been provided at Ward, and the schools have been wholly or partly rebuilt at Te Awaite and Spring Creek Upper. The most necessary works of the coming year are the repair of Picton School, the provision of more accommodation at Marlboroughtown and Linkwater, and of a residence at Tuamarina. The lower division in Marlboroughtown has been taught for the greater part of the year in a Sunday-school in the neighbourhood. The teacher at Tuamarina has been put to the utmost inconvenience through the non-provision of residence, and has to journey fourteen miles daily in discharge of his duties. This cannot but prove detrimental to the work. The question of residence has also appeared in other localities, more particularly Grassmere, Linkwater, and Sea View.

SCHOOL JOURNAL.—The first issue of this periodical came in May, and teachers were instructed to discontinue the use of special histories and geographies, except in Standard VI, in which class a good reference-book for each of these subjects would be required. I found, however, that only well-qualified teachers were able to find in the *Journal* the necessary assistance in teaching these subjects, and I had to advise all in charge of the smaller schools to revert to special text-books. The *Journal* affords a good amount of supplementary reading, and in the hands of a qualified teacher doubtless also supplies sufficient opportunities for introducing the geographical material under Course B. This, however, reveals a double weakness. First, the teacher's interest may not set strongly in that direction; and, secondly, opportunities for revision are not sufficient. In the absence of a text book it is found that without revision little is retained. As for history, an analysis of the topics dealt with in the *Journal* reveals the insufficiency of the provision in that respect. It was suggested that the upper standards should remedy this by reading the *Journals* of the classes below, but the stream of history and the valuable lessons obtainable from watching the sequence of events are lost by an unchronological topical treatment of the subject. Civics was altogether inadequately covered. To do the work at first suggested the magazine would have to be at least doubled in size. As a second reader the *Journal* already supplies a want. It is not so easy as may appear on the surface to obtain a sufficiency of carefully graduated material, and that much effort is put forth by the editor in this direction is evident to all but partial criticism. It would be a decided mistake to do away with the *Journal* before its usefulness has been well tested. There is a cry for free school books and for uniformity of school books. This is the first appreciable instalment of free school books, and if it does away with the cost to each parent of the second readers required by the syllabus it is doubtless a cheap production. Probably on this ground alone the editor could even be given assistance, and the State still save money. Again, the *Journal* enables a certain uniformity to obtain, with nevertheless a progressive change that prevents uniformity from becoming deadening. It also enables facts classed as scientific to be continually brought up to date. Many a good book has become obsolete because its science notes have not been re-edited. In order to persuade a people to undertake a reform, the benefits of the reform are sometimes overstated. Then comes a period of excitement and criticism. We have seen this in another region in respect of the introduction of Commonwealth institutions into Australia. So here, it seems that the *Journal* was expected to do too much; yet in a narrower sphere it has its profitable uses.

EXAMINATION.—Sixty-five public and four private schools were examined. There were also held six central examinations for Standard VI. The total enrolment of private schools was 190, and 162 pupils were present at examination.

At public schools the roll-number was 2,065, of whom 1,984 were present. The roll-number increased by thirty-five, and the number present by twenty-two, compared with the previous year. This improvement is also noticeable in the annual averages. The average weekly roll was 2,084, and the average weekly number present 1,763, as compared with 2,029 and 1,730 respectively the previous year.

The following general summary for the district refers to the schools at the times of examination:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age.
			Yrs. mos.
Standard VII	27	26	15 2
" VI	181	175	13 10
" V	244	240	12 8
" IV	256	251	11 11
" III	262	255	10 11
" II	234	225	9 11
" I	232	220	8 10
Preparatory	629	556	7 1
Totals	2,065	1,948	11 4*

* Mean of average age.

At thirty schools every child was present for examination, the largest being Havelock with sixty-eight pupils.

Classification of Schools Examined.—Public schools: Good, 12; satisfactory to good, 10; satisfactory, 21; fair, 17; moderate, 5: total, 65. Private schools: Satisfactory to good, 2; satisfactory, 1; fair, 1: total, 4. The aggregate enrolment of the five schools classed as moderate is thirty-one.

To the 175 pupils present in Standard VI in public schools, eighty-nine certificates of proficiency and forty of competency were awarded. This is a considerable increase on last year, there being a perceptible improvement in the grammar part of composition and in the arithmetic. The percentage of success in the former in Standard VI improved from 43 to 55, and in the latter from

38 to 46. The latter result is especially pleasing. Part of this improvement, was, however, doubtless due to the holding of Standard VI examinations late in the year, which gave from one to three months' extra time for preparation. Forty of those gaining proficiency or competency certificates were in the Sixth Standard for the second year.

In private schools thirteen certificates of proficiency and of competency were awarded. Of these, six proficiency certificates and one competency were awarded to pupils that had been in Standard VI for two years.

Attendance.—In 1906 the average for the colony was 86·9 per cent., and for Marlborough 85·3. The year 1907 showed a falling-off, the average for Marlborough being only 84·6. In part the fall may have been owing to epidemics of measles, whooping-cough, and diphtheritic throat. But these do not account for all, since they were most prevalent during the latter part of the year, whereas the quarterly averages were 84·8, 83·9, 85·6, and 84 per cent. respectively. It is evident the truant-officer's hands require strengthening. During the year instructions were issued to head teachers around Blenheim to give the officer full lists of absentees not complying with the requirements of the Act. The teachers may render aid in other ways. Sometimes attendance certificates have been earned by the children but not applied for. These should be looked forward to as valuable prizes. They are certainly important recommendations to youths applying for situations. In various districts supplementary inducements are offered in the way of book prizes, special honours to the best class each week, drawing graphs of attendance on the wall of each class-room, &c. It does not take much to stir emulation in children. Mr. Bird, Inspector of Native Schools, reports that at a Native school, with less than thirty pupils on the roll, twelve first-class and five second-class attendance certificates were granted. The attendance at our chief town having been so low for so many years, it may be worth explaining that a first-class certificate is awarded to all children present every half-day on which the school is open, and a second-class to those that do not miss more than five half-days. Summary of truant officer's report: Number of informations, not recorded; convictions, 21.

At the close of the year we had only five certificated sole teachers, as compared with ten last year, and fifty uncertificated, as compared with forty. The training colleges are not yet working up to their complement. Inasmuch as practically every district is crying out for certificated teachers, it appears that there are barely sufficient of these institutions. Since 1903 the number of certificated teachers in the colony has dwindled from 2,482 to 2,418 at the end of 1906. In the same way the uncertificated have increased from 546 to 789. In addition to the above, there is one instructor in cookery and one in woodwork, and this Board shares with three others the services of one instructor in agriculture. Of the seven pupil-teachers, five had some qualification beyond Standard VI. A few of the uncertificated teachers were similarly qualified — Partial D, Matriculation, or Civil Service Junior. Regulation 5, Examination and Classification of Teachers, bears harshly on the teachers in our small schools: "No teacher shall be classified until he has taught for two years in a school with an average attendance of not less than sixteen." Such a minimum school would probably have a roll of twenty pupils scattered throughout all the standards. Many authorities consider thirty is the minimum number a teacher should have in his sole charge. It appears therefore that the line might have been drawn lower down. There are forty-four schools in Marlborough whose teachers are considered as not gaining any experience in their present employment; the Board therefore joined with Nelson in protesting vigorously against the above-mentioned regulation.

During 1907 two conferences of educational authorities were held in Wellington—a Conference of Inspectors of Schools and a Conference of Principals of Training Colleges and Members of Boards of Advice. A remit from the former received scant attention at the hands of the latter. The remit was, "That the Training College Conference be asked to take the question of the training of unclassified teachers into favourable consideration." Result: "No action was taken." Evidently this Conference required the presence of Inspectors from districts where the small schools are relatively numerous. At present we are dependent on sporadic action of the governing authorities of the training colleges. It is due to the Board and to the Principal of the Wellington Training College, Mr. Gray, to mention their efforts to do something in this matter by gathering a class of country teachers in Wellington for three weeks' special tuition. This gathering was held in July–August last year, and proved so successful that I hope to see the experiment renewed. A middle course suggested by the Otago Board may commend itself to the Department—namely, "Should any such teacher succeed in qualifying for a certificate arrangements should be made for giving him three or six months' training and some allowance for support."

Reading.—The readers generally in use are "The Imperial" and the *School Journal*. The upper standards obtain a considerable amount of extra reading by perusing the *Journals* in the lower classes. These are generally interesting enough to prove attractive, and the fact that the language is simpler does not detract from their merit. Reading has been defined in two ways. Under the first the mere mechanic art of reading is alone considered; under the second come the reading and general treatment of a passage, so as to show both an appreciation of the thought and sympathy with the writer. Young teachers need to be reminded that the former sometimes degenerates into mere eye reading—a vicious scanning of the words without having the meaning penetrate the brain. The latter cannot be obtained without a considerable amount of paraphrasing by teacher and pupil, and this leads to studies in word-building, dictation, and forms of expression. It is to emphasize the necessity for this continual progression from reading to explanation (oral and written composition), and thence to studies in the craftsmanship of literature, in spelling and word-building, and memorising of the beautiful when clearly conceived—it is apparently from these considerations that the syllabus sums up reading, spelling, writing, composition, and recitation, and calls them all "English." In all schools a good dictionary should be found. Ogilvie's Shilling Dictionary is probably the best for its size. The chief defect noticed during the year was a tendency "to race," with the consequent imperfect enunciation and neglect of the phrasal accent. There was a relatively small percentage of failure in this subject, but the schools in which the reading was classed as "excellent" were few.

SPELLING.—Part of the spelling is judged in connection with composition—*e.g.*, the use of *there, their; were, where; as, has; to, two, too;* and the use of the apostrophe. I noticed in several instances spelling tests in exercise-books with several unmarked errors—a serious fault which indicates imperfect supervision. By leaving the pupil's error uncorrected the mistake is harder to remedy, for in a subject that depends largely on eye and ear a false collocation has been set up and allowed time to establish itself. The exercises in word-building make this subject more attractive. In some quarters, however, this is limited to the mere spelling of the built word without use of it in a sentence. This may certainly obtain correct spelling and an apparent saving in time; but the saving is only apparent. By using the word in a sentence it becomes an instrument of thought, and thus both formal and material considerations receive due weight; spelling becomes correlated with composition; the lesson becomes an exercise in both subjects; each subject at once throws light on the other, and adds to its interest. This is a great gain.

WRITING.—In most schools copybook writing is satisfactory, and in many it is very good. General writing on slates, or in notebooks, in a good many instances receives less attention than it should. In several schools the time allowed for writing was too short to admit of teaching properly the forms of the letters. Every letter has its characteristic errors, and these should be incessantly illustrated and corrected on the blackboard—exaggerated if necessary—until they cease to appear. If one may judge by their own handwriting a number of young teachers and prospective teachers have an inadequate idea of the importance of this subject. In two of the larger schools this class of work improved considerably during the year. Even the children can appreciate improvement in a mechanic art like this. They find that thoroughness wins in the end, and so habits are formed that have pleasant reflexes in the discipline and tone of the schools.

COMPOSITION.—A remark made above has a bearing on the observed treatment of this subject. Sometimes I was shown work done by the pupils on which promotion was to be based, and in which questions relating to clauses and phrases were either carelessly or ignorantly allowed marks, although quite wrong. The results in composition were least gratifying last year, and I expected improvement. In this I was not disappointed, but, considering that the Board has supplied free the complete English tests for the last three years, there is still a very great weakness in grammar. I hope to see the difficulties under this head grappled with earnestly during the current year. In the syllabus the use of the terms "subject," "predicate," &c., is discouraged in the lower standards. The trouble that used to present itself to the teacher was not so much in the use of these names as in the request for the definition of them. A precise definition sometimes calls for a faculty of abstraction with which the child is ill equipped. The use of roundabout phraseology for *subject* and *predicate* simply presents this difficulty in a new form. A child may have a working idea of a "subject" and a "predicate" just as he may have of a "kangaroo" and a "rhinoceros" without being able to give in the language of logic or of zoology the connotation of the terms, and as their use conduces to conciseness of expression and a focussing of the attention it seems advisable to employ them. Free oral discussion, of which our American friends make so much use, is not yet a strong feature of the composition lesson in our schools. Some teachers are still satisfied with very short essays.

ARITHMETIC.—In dealing with this subject there are two bad methods in vogue: (1.) The teacher tends to lecture too much. There is a tremendous difference between the teacher's telling the class how to work a sum and the class's telling the teacher. The teacher's lecture may be a necessary preliminary, but some imagine the subject has been taught when so much is accomplished. As a matter of fact that is only the groundwork, even though in the course of it a number of sums have been worked completely through. American teachers use the word "recitation," not meaning the repetition of poetry, but as a lesson of questioning and free oral discussion on any subject. The pupil takes his full share in the questioning and discussion, and the teacher does not feel put out thereby. Hence there is the recitation lesson in history, the recitation of geography, the recitation of arithmetic. This aspect of the arithmetic lesson needs development. The pupil knows his subject when he can explain it to the teacher. He may know very little of it if the only stage accomplished is the teacher's explanation to the pupil. The teacher is recommended to read Professor Adams on the difference between "judging" and "thinking," p. 100, "Herbartian Psychology applied to Education"; D. Heath, London; 3/6. (2.) Sufficient use is not made of the concrete. How many teachers take forth their children to measure a chain, a furlong, a mile, an acre, an acre in different shapes, similarly with the metric and other measurements. There is a subject on the Manual and Technical Syllabus, "Elementary Physical Measurements" (see also School Syllabus, paragraph 55). The portion of this that constitutes concrete arithmetic might well be introduced into the syllabus of that subject. The teacher must, however, remember that the concrete presentation of his subject is useful only as it leads up to the abstract—*e.g.*, in Class II, "A boy places in his empty pocket 6 marbles, and then 5 more: how many are there is his pocket altogether?" This lesson is not finished till the pupil understands that six and five make eleven, irrespective of marbles. The concrete is the type of lesson at inspection. The abstract is the type at examination. The latter should have been arrived at through the former. Unless there is a continual recourse to the real the imagination of the child is apt to run away at unexpected tangents —*e.g.*, in the history lesson a girl told me "The Black Hole of Calcutta had a window that was no bigger than a penny postage-stamp." In Standard I the teacher need not treat of numbers proceeding beyond 100. By one education journal circulating in New Zealand and containing examination tests this fact is overlooked. There is sufficient scope within the limit of 100 to give the teacher a full year's work. So, too, within the number 1,000 for Standard II, with money sums up to £20. In some schools the liberty to use a classification in arithmetic different from that adopted in English is availed of rather too freely. This leads to difficulties in Standard VI.

The Standard VI schedule is not altogether satisfactory. Pupils recently promoted to that standard either in their own schools, or in schools of another district where the time of examination is different from that of the school to which they have migrated, are not necessarily candidates either for proficiency or competency in Standard VI. A number of the smaller schools improved in arithmetic, and the general standard at the time of the central Standard VI examinations was considerably higher than the experience of the previous year.

Geography.—This is one of the most disappointing subjects in respect of both Course A and Course B. The former comprises physical and methematical geography and nature-study. The latter is human geography. It is very difficult to get Course A treated fully at first hand. Certain books have been published dealing with this part of the subject. While these are suggestive they also tend to be informative, and this leads the teacher back into making the subject bookish. The following answer to a question under Course B, geography, illustrates the difference between real and bookish geography: "Kerosene comes from the United States. Kerosene that we use comes from Havelock." A useful little booklet by Gibson, of Auckland, "Elementary Weather Studies," keeps closer to the ideal, but is limited to the study of atmospheric phenomena. For general suggestiveness Huxley and Gregory's "Physiography" is recommended. Mathematical geography is rarely satisfactory. A large part of nature-study comes under Course A. Its special province is to cultivate a love of nature and a natural alertness. It supplies the material for "object-lessons," which are compulsory under the Act. The training of the observation may certainly be made by means of books—when books take the form of pictures. To repeat an admonition that can bear repetition, each teacher should take a collection of pictures showing typical river-beds, mountains, plains, delta-fans, glaciers, sea-beaches, &c. These are continually appearing in the illustrated papers and on post-cards. Professor Herbertson, of Oxford, says, that "if a headmaster cannot plan the work of his school so as to allow a reasonable number of occasions for outdoor geography he is not fit to be a headmaster." This is the language of the specialist emphasizing his point; nevertheless it indicates the more strenuous advocacy of the claims of geography as a science of observation. Elsewhere he says, "Little and often is a good motto. A small area frequently visited and intimately known comes at last to be understood as a whole. In geography, as in other things, it is a surer sign of education to discover more and more in the familiar than to be impressed chiefly by the unfamiliar." Much more may be made of scale geography, one aspect of which is the judging of the relative sizes and distances of rivers, lakes, countries, before a map of the world. As for Course B, it was thought that by adopting the principles of Jacotot, the *School Journal* would suffice. It is found in practice that however the experienced teacher may succeed without a text-book, the less experienced finds the book practically essential. Therefore, while the better-qualified teachers are given liberty to do without a special text, I have found it advisable to recommend definite geographical readers to others. Whitcombe and Tombs's Geographical Readers appear the most suitable at present. Moreover, teachers of Standards III and IV are enjoined when dealing with Course B to give the major portion of their attention to the geography of New Zealand.

Teachers already very frequently use pictures in illustration of Course B. The Exhibition number of the Christchurch *Press* has proved very useful in illustrating the towns of New Zealand. More may be made of the New Zealand Year-book. From its nature it tends to make geography a living subject. The good teacher gathers up the dry statistics as the prism gathers the common light of day, and sets them forth in beautiful and interesting collocations. Bartholomew's Atlas of the World's Commerce (15s.; Longmans) would prove of great use in every schoolroom. It costs just the same as one large wall-map, so the Board may consider the advisability of supplying a copy to at least each graded school.

Much more variety may be introduced into the maps drawn. Maps of the following types may be mentioned: Orographical (showing altitude), rocks and soils, minerals, the major natural regions, vegetation and crops, arable and pasture land, climate, wind, rainfall, temperature, seasons, distribution of water, currents, animals, distribution of races, languages, density of population, political, occupations, railways, canals, roads, trade-routes by land and sea, telegraphs, religions. These require to be studied in connection with one another, and the connection with man should be emphasized throughout. In Standard VII political, social, and economic maps of various kinds may be formed, bringing out especially the physical basis.

In modern times geography, as the link between the humanities and science, is making great claims, and in such a university as Oxford it is now recognised as a subject for a pass degree, and so too in the other leading universities of England. Rightly used, geography is a corrective to history. The patriotism inspired by the latter tends to be narrow. The former sets forth the physical basis underlying differences of race, language, and custom, proves that these are not fixed, and so presents a ground for a mutual understanding of different peoples.

Drawing.—During 1908 I shall look for improvement in scale, geometric, and model drawing. Many schools are doing nature study and object-drawing. At present some of the examples are simple for the standard, but the schools where nature-study drawing has been practised for some time are gradually realising the stage required, and some presentable work has been produced, both by brush and by pencil. More designing is possible with the rectilineal elements prescribed for Standards I and II. Books by Lydon and Spanton contain useful illustrations. In several small schools the correlation of drawing and composition has been successfully attempted. The classes attending the Technical School have made considerable progress in correlating drawing and woodwork. Booklets on design published by Fountain Barber, of Christchurch, have been found useful.

History.—As with geography, so with history: it has been found inadvisable to do without a text-book. The syllabus presents a scheme of lessons to be covered in the four standards, III to VI, and the use of the *School Journal* alone would apparently leave the field far from exhausted.

In any case, by the method adopted in the *Journal* the sequence of history is lost and civics receives inadequate treatment. Arnold Foster's Citizen Reader, New Zealand edition, gives in interesting fashion much of what is called "Civics." Tombs's Almanack (Whitcombe and Tombs; 1s.) is also a good publication, summing up a number of enactments that it is useful for the child to know, especially concerning local bodies and their constitution, and so revealing in some measure the social web that gathers each citizen in its mesh. Empire Day celebrations were postponed to the 3rd June, when they were held with much ceremony at Springlands, where the children assembled from most of the schools on the Wairau Plain, and spent what would be to them a memorable day. The Dominion Day Proclamation and Sir Joseph Ward's message to the people have also gone forth to the schools.

Thanks are due to the Department for the distribution of a series of battle-pictures.

SINGING.—Fifty-five schools made more or less successful attempts at this subject. Comparatively few were able to treat a part-song effectively. In the smaller schools I was satisfied with a few simple songs nicely rendered. The Pythagoreans had an idea that as the thunderstorm purges the heavy atmosphere of its glooms, so, by a natural physiological reaction on the mind, singing clears away worries and vague uneasinesses that tend to accumulate. We say, "So-and-so worries: he is downhearted." Pythagoras would say, "Let him sing, and the air will assume a brightness and sparkle he had not noticed before." There are sound reasons, apart from the action of the lungs, why the teacher should intersperse his day with brief snatches of song.

NEEDLEWORK. — In the larger schools round Blenheim needlework was taught in the upper standards only when the cookery class was not operating; but in general the work shown was highly satisfactory. The cutting-out in Standard VI was not so successful. A few schools devoted too much time to one stitch, and failed to show examples of all the kinds of work prescribed. This is a species of manual work with its own objects. One of the ends is to familiarise the pupils with various uses of the needle. This is educational, and is best attained by making a sampler. Should time then remain it may be devoted to the utilitarian object of providing specific garments.

MORAL INSTRUCTION.—It is somewhat difficult to gauge what is being done under this head, as it does not appear on the school time-table; but the tone and discipline are satisfactory, and since moral instruction, whether detailed or casual, is one of the most effective instruments of discipline, there seems little reason to doubt that the teachers are constantly placing before the children its chief lessons. A good teacher will look on any of his pupils who goes astray as one of his failures, and he will sum up his successes not only by examination, but also by the number of his pupils who become striking examples of good citizenship. Mr. Stetson, Superintendent of the schools of Maine, says that the well-trained pupil looks on duty as opportunity. The teaching of this aspect may be commended to the teachers.

HEALTH.—This subject is apt to be overlooked or treated in a very cursory fashion, so teachers are reminded that instruction under this head is mandatory. The more extended use of breathing exercises in the drill has given an additional nucleus for lessons of this kind. The *School Journal* does good work by introducing topics specially bearing on this subject and on the one mentioned above.

RECITATION.—In fifty-one schools recitation was dealt with satisfactorily. The others either failed to prepare a sufficiency of verses, or to memorise faithfully, or to show that the thought was understood. Only four schools were accounted excellent. The chief failings were the want of phrasing, of modulation, and especially of dramatic force. In the upper standards there is probably no lesson that can be made more interesting in the hands of teachers gifted with imagination, with a sense of poetic diction, and an appropriate knowledge of the history of words, such as may be learned from Archbishop Trench's works. There is required also an understanding of figurative language, of the echoing of sound and sense, and of concise expression. Elocution becomes comparatively simple when the above conditions are met. There is comparatively little difference between good reading aloud and good recitation. The freedom from the printed word, however, leaves open the possibility of a more exquisite interpretation. In the lower standards all that is required of the children is a sympathetic rendering of pieces embodying thoughts well within their range, but the teacher may be more careful than he frequently is in seeing that the poems are, in their simple way, models of tasteful expression.

DRILL.—There are cadet companies in connection with most of the larger schools, and they preserve a highly satisfactory degree of efficiency. Only two small schools, comprising eight children in all, failed to prepare the children in this subject. In both schools the teachers were in charge of schools for the first time. In thirty-five schools the drill was considered "good"—that is to say, the exercises were strenuous and quick, and attention was given to posture and to breathing. Breathing exercises are practised in nearly all schools, and already the narrow-chested boy is beginning to disappear. In a few cases the breathing exercises were taken in school, or boys went through them with coats tightly buttoned. These matters need remedying. Of the 235 cadets in the district, 147 visited the Exhibition held in Christchurch, with manifest advantage. The fact that shooting is made compulsory in order to earn capitation should tend to improvement. The interest shown by a number of local gentlemen in the doings of the corps gives an additional stimulus. Mr. J. C. Chaytor during the past year, with his wonted generosity, gave £105 to provide five annual prizes for shooting, and Mr. Nosworthy presented a handsome champion belt for competition. That these have produced some effect is evidenced by the position of two of our boys, who in the class firing gained eighth and ninth places for the colony. Four of the Chaytor prizes were captured this year by the North Marlborough Cadet Company. The remaining one went to Picton. Dr. Thomas, reporting on the Exhibition camp, suggests that all cadets should be taught first aid. The suggestion may be commended to those in charge.

Now that the cadets are under an officer of the Department the time is ripe for reorganization in a number of respects, such as audit, promotion of officers, inventory of goods, scheduling and distributing information concerning cost of goods, capitation, supply of ammunition, registration, distribution of all literature to Education Offices, codification of regulations, &c.

HANDWORK.—In forty-four schools handwork of some description was undertaken. Plasticine modelling, crayon-work, brush drawing, bricklaying, tablet-designing, beadwork, carton-work, paper-folding, paper-cutting, blackboard drawing, gardening, physiology and first aid, cookery, woodwork, swimming. Gardening and brush drawing appear to be most interesting. Including eight gardens at private institutions, there are thirty-five school gardens in the district; some of these are as yet in their infancy. I feel sure they would improve and prosper if we could have more of the services of Mr. Bruce, our expert in agriculture. The result of our present poor resources is that Mr. Bruce is forced into a wasteful system of travelling over four education districts, wherein his energies are dissipated in the mere act of locomotion. The fact that he is able to do so much as he has accomplished is greatly to his credit. Large centres and small centres are all given the same capitation in cookery and woodwork. Even so, the cities of Auckland and Christchurch appear to be forced to make the children contribute 3s. per annum for cookery and 2s. for woodwork. If that is the experience of the larger towns, it may be imagined that the treasurer of a small district has no sinecure. This Board has hitherto maintained these classes free, but it may yet require to make a charge similar to that of the larger centres.

(*a.*) *Elementary Handwork.*—In plasticine modelling several schools showed more freedom and delicacy, and also more variety, as if the teachers directed less and supervised more, thus giving individuality freedom to develop.

Designing in colours is improving.

Brush drawing: As with the plasticine, more variety of treatment has developed, flat tinting, geometric design, and nature-study showing advancement.

Bricklaying deserves more attention than it receives, comparatively few teachers appearing yet to appreciate the capacity for correlation with oral composition, plans and elevations in drawing, fractional and cubic measure and mensuration in arithmetic, elementary geometry, &c., that lie hidden in these harmless-looking blocks.

Tablet-designing, beadwork, carton-work, paper-folding, paper-cutting, and blackboard drawing are not taught in many schools, but in several of these subjects very good work is produced by a few classes.

Swimming has been taught at two schools, but capitation has not been claimed thereon, the registration not having been systematic. One head teacher says all his boys can swim. It would give them encouragement if he issued to them certificates as to the distance they can cover. This has proved a successful measure elsewhere. The Auckland Board gives the teacher of swimming three-fourths of the capitation. I recommend a trial of this species of encouragement.

Physiology and first aid is not widely taught. The higher standards of the larger schools attend classes in woodwork and cookery. In some schools again the subject is discontinued for a year and then resumed.

Gardening: This is greatly encouraged by prizes offered by various local bodies. During the past year several gardens have increased in area, and improved in the measures adopted for comparing results.

Woodwork and cookery: The schools in and around Blenheim, from as far away as Picton, sent pupils to these classes. The aggregate roll at school classes was 256, and the average number present 183.

Registration: The registration in respect of some of these classes is very cumbersome, and is probably not a whit more effective than the ordinary school registration. In regard to school classes, except possibly those held in buildings away from their schools, there appears no reason why the ordinary school register should not be sufficient. Of late there is a tendency to make matters more complicated still, which means an enormous increase in the work in the office, as well as in the school.

Needlework was taught as handwork in two schools in charge of sole teachers. In these cases special teachers were employed.

(*b.*) *Teachers' Classes.*—Cookery: The average attendance was disappointing. It will probably improve during 1908 owing to the success of the candidates who sat for certificates from the City and Guilds of London Institute. Four candidates entered. One gained a first-class diploma and three gained second-class awards.

Practical agriculture and agricultural chemistry: After the receipt of a grant for apparatus and material this class made good headway, and should prove very sucessful during 1908.

A class in singing was also held. Under the amending Education Act of last session this class may now operate as a continuation class.

Owing to the departure of our instructress and difficulties in the way of arranging for a successor, our class in dressmaking did not proceed.

(*c.*) *Technical and Continuation Classes.*—Classes were held in Blenheim in English, arithmetic, shorthand, book-keeping, woodwork, and cookery. The upper pupils of private schools round Blenheim were formed into technical classes in cookery and woodwork. At Canvastown classes were held in English, arithmetic, commercial arithmetic, commercial geography, and book-keeping.

Owing to changes in the staff the classes in Havelock did not proceed. Classes were instituted at Picton in English, arithmetic, and brush drawing. A number of pupils in these classes, held during 1906, passed the examination for Civil Service Junior and Civil Service Senior, in whole or part.

Marlborough High School provided classes in woodwork and cookery.

The total enrolment at cookery and woodwork classes of all descriptions were 209 and 152 respectively—total, 361. The average attendance was 139 and 112. In estimating these attendances it must be remembered that they include pupils some of whom have to walk two miles from their school to the technical school, others come by train eighteen miles, and still others are country teachers, who have more or fewer miles to traverse before reaching the train.

The estimated capitation is £300 on all classes.

We propose to hold a wood-carving and, if possible, a model-drawing class during 1908.

Thanks are due to the following for assistance during the past year: Blenheim Borough Council, for use of gas-stove; Mr. A. McCallum, donation of flour; Messrs. Bythell and Wemyss, for donations of timber.

Mr. Bruce was granted leave to attend the Conference of Experts in Agriculture held in Wellington during the year. He took the opportunity to urge on the Department the claims of his district for assistance, and a substantial grant for chemicals and apparatus was the result.

STANDARD VII.—Nine schools had pupils of this grade, the total roll being twenty-seven. Of these twenty-six were present. Examinations held by me in Standard VII are understood to be simply progress examinations to the Civil Service Junior, the Standard VII pass being success in that examination. The head teachers of country schools who have pupils continuing at school beyond Standard VI find that better work is done when this definite proposal is set before them.

SCHOLARSHIPS.—"The Education Act Amendment Act, 1907," does away with Queen's Scholarships. The result is that Marlborough loses her chance of gaining these valuable scholarships, and receives no compensation. The competition goes to the larger districts, which have the number of Junior National Scholarships to which they are entitled increased. The fact that one of our pupils qualified in 1906 for a Queen's Scholarship proves that the loss is not imaginary.

The Junior National Scholarship age-limit has been advanced to fourteen years, the papers being on the subjects of the Sixth Standard. The offering of university bursaries to all that gain "credit" on Junior University Scholarship papers is a pleasing step towards free education in the higher branches.

That University Bursaries, Senior Queen's Scholarships, and Junior University Scholarships are all awarded on a test in which 1,500 marks are assigned to Latin, and only 600 to any such science as chemistry, is an anomaly. Of course, if Latin is reckoned to be worth two and a half sciences each science will be practically starved. The influence of this test reaches down to the primary school, and tends to undermine the most striking proposals in our syllabus. I do not think it advisable to give 1,500 marks to each science and 600 to Latin, but if that were done in this test the practical sciences would receive a stimulus that would be felt from end to end of these Islands.

Maine, in the United States, has a primary-school population of 132,415, and 13,450 are enrolled in free high schools. New Zealand has a primary-school population of 139,302, and 5,364 are obtaining free secondary tuition. Thus one State gives free higher education to about three pupils to our one, and glories in the fact that an unusual number of eminent men have graduated from its schools.

THE PUPIL-TEACHERS.—All the pupil-teachers that sat for examination succceeded in satisfying the examiners. It appears, however, that the instruction in practical work will not be entirely satisfactory till some direct reward is proposed to those on whom the duty of instruction falls.

In the State of Maine, America, they have what is called a School Improvement League. Committees enrolled under this are emulous to make their school the best in the country. They endow it with books, book-cases, apparatus, and the most approved furniture. They paint the walls in attractive tints, and adorn the rooms with statuary and pictures. They beautify the grounds. They consider it would be a misfortune to have some person of wealth contribute the entire sum necessary to make the improvements. Outgoing pupils are encouraged to leave some memento—a picture, a bust, &c. Finally, "No town should commence the work of school-improvement and then keep so still about it that no other town may profit thereby." In New Zealand the inhabitants of our cities take pride in rearing handsome buildings, laying out public gardens, and adorning the town with statuary. In the country the people and committees might begin on the chief public building—the school. We shall be pleased to hear of the results of their efforts.

MR. SMITH'S RETIREMENT.—In 1890 he was called to Marlborough as Inspector and Secretary, offices which he held till 1904, when the warnings of age led him to lay aside the inspectorate. He continued, however, in the secretaryship until May of last year (1907), when he retired on superannuation. He brought to his work a sound common-sense, a saving grace of humour, an ever-ripening experience, and a uniform courtesy. As one who was his colleague in office during three and a half years, I wish him many seasons of autumntide—a wish that is tempered only by regret that the Superannuation Act allows emoluments so small as to make his pathway only raggedly smooth.

I gratefully acknowledge the general earnestness displayed by the teachers in their labours of the past year.

D. A. STRACHAN, Inspector.

The Chairman, Education Board, Marlborough.

NELSON.

SIR,— Education Office, Nelson.

We have the honour to present our annual report on the schools of the Nelson Educational District for the year 1907.

One hundred and sixteen schools, six more than the number recorded last year, were at work during the last quarter of the present year. Nine new household schools have been established, but three others have ceased to exist. Some recently opened schools have not yet been examined by us, and through Matiri being closed at the time of the Inspector's visit the pupils failed to attend examination, so that the total number of schools examined is 108.

As usual, the following schools, not under the control of the Board, have also been examined: Miss Hooper's, Nelson (17 pupils); Preparatory Division, &c., Nelson College (19); Nelson Girls' College (18); Cabragh House, Nelson (10); St. Canice's, Westport (165); Sacred Heart, Reefton (98); St. Mary's, Nelson (129). The total number of scholars was 457, of whom 441 were present. The work of these schools was summarised as follows: In the case of three of them, good; of one, satisfactory to good; of one, satisfactory; and of two, fair to satisfactory.

Four special examinations were held at different times, and nineteen candidates presented themselves, one for Standard V competency, and the other for Standard VI proficiency certificates. At these examinations sixteen certificates were gained—seven proficiency, eight competency Standard VI, and one competency Standard V.

One hundred public and six private schools were inspected by us during the early part of the school year. On the occasion of our visits of inspection we have frequently had to complain of the incompleteness of some of the time-tables in use. This has been the case mostly in the smaller schools, where the chief fault has been the absence of a summary to the time-table. Frequently we have found the work going on under a time-table that evidently was suited only to some former condition of the school, while in other cases there was a decided departure from the routine of work laid down.

A rather general weakness in the teaching was the lack of sufficient blackboard demonstration. We cannot too strongly impress upon our teachers, especially upon those of limited experience, the idea that a most powerful aid may be supplied by the blackboard. A further defect was the absence of well-laid-out schemes of work, which are supposed to be drawn up for each term or quarter. During the coming year we expect to see a more general adherence to the requirements under this head.

The average weekly number on the rolls for September quarter was 5,606, eleven higher than for the corresponding quarter of last year. At the time of our examinations the number on the rolls was 5,564, and owing to the prevalence of epidemics, especially of influenza, only 5,211 were present. Here, as well as in other parts of the Dominion, the same cause has largely affected the average attendance for the year, which in this district has fallen from 86·4 per cent. (1906) of the average weekly number on the rolls to 83·7 per cent.

In regard to attendance there is another aspect of the question, to which we have previously referred and to which in another district attention has been more than once directed, and that is the shortening of the school year. The Board's by-laws strictly define the length of vacation to be given throughout the school year, and including the odd days specified the whole amount is exactly nine weeks. Should Committees desire to deviate from the fixed holidays the consent of the Board must first be obtained (By-law 46).

If, then, any extra single holidays are allowed for exceptional circumstances arising in connection with certain schools, these should not reasonably total more than an extra week in all. This leaves as a minimum number of weeks forty-two, or 420 half-days, on which every school should be open. Now, an examination of last year's quarterly returns shows that only nineteen of our 116 schools did their duty in this respect by being open 420 times in the school year. One was open 470 times, whilst fifty-two were not open even 400 times, and one of these for which we can find no reasonable excuse was open only 360 times. Unless the children are given reasonable opportunities, they cannot be expected to obtain the full benefit of the many advantages now extended to them under our educational system, and we contend that it is not unreasonable to demand that the school should be open 420 times, when we consider that this allows of ten weeks' holiday in the year in addition to the full Saturday every week. We admit that, owing to epidemics, this has been an exceptional year, but in the interests of the children we would plead with Committees, upon whom the chief responsibility rests, to see that in future the children under their charge are not deprived of their just rights, in being denied, upon frivolous pretexts, opportunities for improvement.

The addition of more uncertificated teachers is due to the opening of several new household schools, so that though the proportion of certificated teachers is absolutely less, many of those already holding certificates have, particularly in competition for C certificates, made a decided advance in the direction of improvement of status.

Twenty-six pupil-teachers were also employed and of these three are certificated and one has passed the examination.

The following summary of results for the whole district is an extract from the Inspector's annual return:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	131	108	14 11
" VI	454	443	13 9
" V	549	522	12 10
" IV	658	633	11 11
" III	640	622	10 11
" II	626	608	9 10
" I	647	624	8 11
Preparatory	1,859	1,651	6 11
Totals	5,564	5,211	11 3*

* Mean of average age.

Standards III and VI are smaller this year by fifty-one and thirty-six respectively, but Standards V and VII are larger by thirty and twenty-eight respectively. Other classes show less variation. The increase in numbers in Standard VII is largely the result of a formation of Lower Takaka into a district high school with a roll-number of twenty-four in the secondary class, which in spite of satisfactory numbers has had in working to be content with a very limited space in the hired room temporarily provided. When the new class-room now in course of erection is completed, working-conditions will be much more favourable. We are pleased to note here that a Reefton winner of one of the two scholarships annually offered by the Nelson College Governors to pupils of our secondary classes who are under sixteen years of age has attained before entry a higher status than any previous scholarship-winner, as she has passed the Matriculation Examination.

The mean of average age as shown above is slightly higher this year—11 years 3 months instead of 11 years 2 months. In Standard VII it is higher by three months, in Standard II by two months, and in each of the other classes except Standards III, IV, and V by one month.

Though the number of children present at examination was smaller than usual, at thirty-six schools every child on the school roll was in his place and at three other schools each had but one absentee. Two hundred and twenty-five certificates of proficiency and 138 of competency were obtained by Standard VI pupils, as compared with 195 and 162 respectively last year. As the totals nearly correspond, evidently better results have been obtained in this class. We note here that by the new regulations as approved at the Inspectors' Conference, 1907, the qualification for the proficiency certificate will be raised, as 50 per cent. of the possible marks will be required in English as well as in each of the branches reading and composition.

The number of applications to sit for examination for certificates in classes below Standard VI still remains very small, only five competency certificates in Standard V being awarded.

In anticipation of these new regulations, which were expected to come into force at the beginning of 1908, it was found necessary to make some changes in the time and form of examination for certain schools. The regulations referred to will be based on the idea that, as a rule, promotions should be synchronous throughout all public schools, the children promoted taking their places in the higher standard classes on the 1st January or at the beginning of the school year, the final examination of the school by the head teacher having been held in the previous November or December. It is obvious that the Inspectors cannot possibly visit and examine all the schools of the district in the time mentioned, and provision is made for the results of the head teacher's examination being substituted for those of the Inspector. That the success of our system has been in the past largely due to the thoroughness and impartiality displayed by Inspectors in the course of their examination is generally acknowledged, and anything which would detract from the value of an independent examination is to be deplored. The examination by the Inspector, too, especially of Standard VI, furnishes in all classes a guide for the teacher as well as a stimulus for the child, and by demanding a full unvarying measure of attainment throughout the district tends to maintain the children's standard of scholarship at a high level. The value of the examination too has been amply demonstrated at those private schools which have of late years submitted themselves to public inspection. We therefore think it advisable that the pass examination of Standard VI, at least, should be retained in the hands of the Inspectors. To enable us in future to examine our largest centre nearer the end of the year than July, the Nelson City schools were taken rather later in the year and a separate examination made of their Sixth Standard classes. Some of the Waimea schools and Motueka and those in its immediate neighbourhood were in consequence examined somewhat earlier and in each case a later examination was held for the Sixth Standard children. A somewhat similar course may have to be adopted this year. Should a school be examined before its school year is complete, the examination must necessarily be confined to that part of the scheme of work that has been covered or to the work of the previous year.

The following briefly summarises our estimate of the efficiency of the schools examined: Good, 12; satisfactory to good, 21; satisfactory, 57—efficient, 90. Fair to satisfactory, 13; fair, 4; moderate, 1—inefficient, 18.

Of the twelve schools in which the work was classed as "good," six obtained the highest marks. Two schools under sole teachers were among those that attained distinction. The five most inefficient as well as most of those that more nearly attained the satisfactory limit were in Grade 0—that is, were schools of less than sixteen pupils in average attendance at each. For these it is difficult to obtain capable teachers and almost impossible to obtain experienced ones. All of the eighteen are conducted by sole teachers. In order to form as accurate a judgment as possible of the efficiency of a school in any subject requiring written papers and yet to avoid an excess of individual examination we have usually examined a section of each class in each subject. In Standard VI, however, and the lower-grade schools the full work of each pupil was taken.

From a comparison with the results of the previous year it will be seen that, though Standards III and IV show a slight improvement, there is a very pronounced falling-off in the work of Standards V, II, and I, while Standard VI apparently just maintains its position.

It is perhaps somewhat difficult to account for the disappointing result in Standard V arithmetic, but we find that in many other districts the poorest work comes from this class, so that it would appear to us that the difficulty lies to a certain extent in the scope of work allotted to Standard V as against the relatively easier range of work set down for the two previous standards. As regards the treatment of the subject in Standard I, we strongly advocate once more the importance of oral work in the lower classes, and the helpfulness of using actual objects in the first stages of number-building. At the same time it must be apparent that the mere construction and understanding of, say, the multiplication and addition tables covers but one side of the question—these tables must be learnt and known. It is in this mechanical side of the work that greater thoroughness should be demanded if the written work is to be within the same limits as the oral. Considerable advantage has been taken of the dual classification in English and arithmetic. We find altogether 255 pupils working arithmetic in a lower standard class than that in which they were placed for English. The numbers from the various standards were as follows: Standard VI, 25; Standard V, 74; Standard IV, 61; Standard III, 48; Standard II, 41; Standard I, 6.

English.— Reading and recitation continue to be well taught, very few indeed of our schools failing to give these branches of instruction satisfactory treatment. While several were classed good in each of these subjects, the marks for which often closely agreed, one small household school (Wairoa Gorge) was graded "excellent" for recitation. Improvements may yet be made in developing a more thorough appreciation of the subject-matter, and especially of the poems to be committed to memory, references to the authors, to the incidents in connection with the story, and to the literary merits of the poems not being omitted. In certain localities faulty pronunciation such as the misuse of the letter "h," the "colonial twang," the clipping of final consonants, the omission of the final "r," as well as its opposite, the addition of one to a final vowel, and the broadening of vowel-sounds must still be resolutely fought, though the general character of the reading is distinctly satisfactory. Two literary readers are still generally used, with the addition or substitution, in some few instances, of a geographical or historical reader. The *School Journal*, which first appeared during the year, has been used as an extra, and has not yet been commonly substituted for a literary reader. In schools above Grade 8 three readers might well be insisted upon; but in schools under sole teachers one literary reader, with a geographical or historical reader in lieu of the geography B or history course, is all that can be usually prepared in the time at the teacher's disposal.

Though the majority of the schools produced satisfactory work in the spelling and dictation tests, it is disappointing to find the papers less accurate than last year's, especially as we had hoped that the adoption of a systematic course of word-building in the lower standards would have had a beneficial effect. On the contrary, we regret to say that there has been a steady deterioration for the last four years. Probably the introduction of so many additional subjects into the curriculum has made increasingly difficult the task of maintaining a high standard in the essential subjects of an elementary education—spelling, composition, and the three "R's." Whether correct spelling be a necessity or not, there can be little doubt of the educational value of each of the other four subjects, and we shall certainly expect that teachers will see that in future the all-important branches of English and arithmetic are not crowded out of the syllabus or less effectively treated. In composition and other written exercises the spelling has been taken into account in assigning marks for the subject.

In composition, too, the marks obtained were not so high as previously, in spite of the fact that the test papers, of which we complained last year, were greatly improved in quality, the wording being less obscure, and the exercises less complicated in form and more within the comprehension of children of tender years. They may yet be improved by making them of more even quality throughout. In the Third Standard the papers set by us were rather more difficult than those previously set by the Department, and a letter was always exacted from Standard IV. We too often found both letters and essays meagre in subject-matter, the children being apparently unable to enlarge upon any topic, or even to describe fully an object which they had previously examined in the course of their nature-study. This difficulty may be overcome by always encouraging the children to express themselves fully in oral answering, especially when such an attractive subject as a natural object or phenomenon comes under observation.

We notice the following from the Board of Education's suggestions published with the English Code: "By the time the child has learnt to write without undue need of attention to the process itself, he should be able to express orally, with ease and clearness, a story heard, or incident seen, or a lesson received, and can then begin to use the same readiness of expression in writing. The length of the composition should naturally increase as facility of expression is gained; and in the higher classes facility is an object of equal importance with accuracy. No matter how advanced the composition may be, the oral exercises should never be discontinued.

But it is not in the work of the lower classes that deficiencies were so frequently found as in that of Standard V. Here, faults of which we have previously complained were too often apparent. Not only were many of the children ignorant of the functions of clauses and phrases, as was readily seen in their feeble attempts to answer such a test as "What question does this phrase answer?" but they were often quite unable to distinguish a phrase from a clause. Knowledge of the meaning of common prefixes and familiar selected words was also rare—a defect noticed also in connection with the reading lessons—whilst grammatical reasons for alterations made in faulty sentences were almost entirely lacking.

Writing and Drawing.—In regard to these subjects we have little to add to our remarks in previous reports. We are satisfied that no deterioration is shown in these branches, which are as truly "manual" as any that come under the "handwork" class. The drawing especially shows to somewhat better advantage.

Singing, too, is receiving more attention, and we were especially pleased with the great improvement made in **Physical Instruction**, chiefly in regard to its bearing on the health of the children, and to lessons on health. Thirty-seven of our schools, more than for any other subject, were awarded "good" marks for physical instruction.

History is still generally taught orally, Historical Readers being used in comparatively few cases. The record of schools doing satisfactory work in this subject is higher than previously attained.

Geography.—In our estimate of the work done under the head of geography but slight improvement is shown, though courses of work in observational geography should prove highly interesting as well as educative. At the same time we fear that some of the inferences expected to be drawn are almost beyond the reasoning-powers of children, and some of the astronomical phenomena might well be omitted from the course.

In the absence of better material for making relief maps (though paper-pulp might easily be made), the recommendation of Mr. Petrie, Chief Inspector, Auckland, might well be adopted. "In every playground should be laid out a level spot, say, 10 ft. by 8 ft., neatly bordered by wood, for making relief maps of countries that are being studied. A supply of sand or friable soil should be kept alongside."

Course B, geography, affords opportunity for so varied a treatment, and the information given is necessarily so indefinite, that it is very doubtful whether lasting impressions of any value are being made upon the children's minds. This year we recommended in preference courses of work to be constructed from the alternative course, Clause 43 of the regulations.

Nature-study.—A course of nature-study or science is taken in fifty-one schools, and we see no reason why the former should not be generally taught. The small amount of school time required for the study would be scarcely missed, and in its correlation with other branches of work such as compostiion—oral and written—geography, drawing from nature, and modelling in plasticine, as well as in cultivating the child's powers of observation and reasoning faculties, it should prove of incalculable benefit.

Science, apart from physiology and physical measurements, which are taken as branches of handwork, is taught in the form of physics or agricultural chemistry in but few schools; but we hope that the establishment of a chemical laboratory in connection with the Nelson Technical School will so educate and stimulate teachers that it will prove a veritable science-workshop for the whole district.

Needlework was taught in 101 schools, practically universally, as the few exceptions were those schools in which a male teacher is employed, or those in which there were only boys attending. We were well pleased with the neatness and cleanliness of the work, as well as with the regularity and evenness of the sewing, both in the samples, which were usually worked with coloured cotton, and the garments presented for examination. Thirty schools were commended for good work, and to five others even higher praise was awarded.

Handwork.—Handwork has been taken in forty-six schools, for the most part in a very satisfactory manner. A variety of branches has been undertaken, the chief being plasticine modelling, taught in twenty-seven schools; elementary agriculture, in twenty-six; elementary physiology, in fifteen; brush drawing, in twelve; and paper-folding, free-arm drawing, bricklaying, modelling in carton, and elementary physical measurements, in lesser numbers. These subjects of instruction have all been solely undertaken by the permanent teachers, with the exception of elementary agriculture, more fully referred to in another part of the report, which has been under the direction of a special instructor.

A considerable extension of this branch of work has been made during the year, chiefly in the way of placing the facilities offered by our present technical schools within reach of schools in the adjoining neighbourhood.

Classes for the instruction of teachers were again held in Nelson and Westport, the subjects taken up including drawing in its different branches, elementary geology, carton-work, cookery, woodwork, elementary botany, physics, chemistry, mathematics, and elementary physiology. In addition to the usual classes that have been carried on in the Nelson Technical School for the past two years, classes in agriculture were held for the first time at Wakefield, Richmond, Motueka, and Nelson, with a considerable amount of success. This class of instruction is, of course, as yet in quite the experimental stage. With the advantage of a chemical laboratory, for which the necessary grant has now been made by the Department, we look for a further development of this most important study.

Competitions.—A brief reference to the scheme of competitions instituted by Mr. Maginnity, Chairman of the Board, and formally adopted at the beginning of the year, will, we feel certain, prove of general interest. The object of the scheme as carried out was twofold. On the one hand it was an endeavour to encourage further study and research on the part of the youth of the district, who had passed through the ordinary primary school; while on the other it was an effort to stimulate the educational life of our present pupils. The competition was thus arranged in two distinct divisions—namely, Division A, for pupils attending our public schools, and Division B, for ex-pupils. Under the former division were included such subjects as drawing, writing, science (natural-history collections), and literature (essays). This section brought forth such a host of competitors, who sent in so much work of such a very high standard of excellence that we feel sure the object aimed at was most fully attained. In those sections that included drawing, writing, and science the judges had considerable difficulty in making their awards. We would like to call attention to one of the remarks of Mr. Kingsley in his comprehensive report on the natural-history collections. After expressing himself as much impressed with the number and quality of the exhibits sent in, he says, "It would be of very great service if anything could be done to encourage the formation of a small library in each school of books on the various branches of nature-study." We fully appreciate the great aid of such libraries of reference, and it is with pleasure that we are able to state that this idea has been anticipated in some of our schools, where a good beginning has already been made in the direction indicated. In Division B (open to ex-pupils), a rather limited number came forward. Nevertheless, we feel confident that the scheme must tend to much educational good throughout the district, and from the efforts we have had under review in Division A we hope to find many evidences of such benefit when visiting the schools during the current year.

Exhibition of Work.—For some considerable time we have had in view the holding of an exhibition of handwork, including writing and drawing, from the various schools under our charge. The usefulness of such a display has very often been brought home to us by the comparative disadvantages under which many of our teachers in the more remote parts of the district have to carry on their labours. Such teachers have few opportunities of seeing any work but that of their own schools, and have not the advantage of ready contact with new ideas and progressive methods of working. To obviate this disability in some small degree, we have been in the habit of taking round with us specimens of work in drawing, writing, and sewing; but, unfortunately, our time in the very class of school we wish to reach is all too short, and the samples necessarily limited in number; hence, besides the advantage referred to, it seemed to us that such a display would be productive of good throughout the whole district. Towards the close of the year we were able to carry out our project, which we did the more readily by working it in conjunction with the scheme of competitions mentioned above. Further, in addition to handwork from the primary schools, a considerable part of the exhibition was devoted to samples illustrative of the work being carried on in the technical schools.

The exhibition was opened in the Nelson Technical School by the Chairman of the Board on the 20th December, seven rooms being required to contain the mass of work forwarded.

The exhibits from the technical schools included samples of drawing, painting, and modelling, which called forth general praise; models of plumbers' work, and specimens of woodwork and wood-carving, all indicating excellent lines of practical instruction; while the dressmaking classes furnished further evidences of the good work being carried on in both technical and school classes. From the primary schools we had a very large number of exhibits in drawing, writing, brushwork, plasticine modelling, and woodwork, and last, but not least, some excellent specimens of the products from the school gardens. Although some schools were unable to send forward any exhibit, we still had a most representative collection, as many of our remotest schools had some branch of work on view. In every sense the exhibition must be regarded as a complete success, much of the work displayed reflecting the greatest credit on teachers and pupils. We have to heartily thank the teachers of the district generally for their splendid response to our appeal for exhibits. We also feel deeply grateful to the Board for their co-operation and their support to the movement.

At the instance of the Principal of the Wellington Training College, a short winter course of study was held at the College, the object of which was to extend to teachers in small schools, who have had little opportunity for any training, some of the benefits of modern treatment of certain branches of school work. Needless to say, teachers were delighted with the opportunity, and those who were privileged to attend seemed highly interested in the course of work undertaken. We trust that by a continuance of this system many of our teachers will enjoy a similar advantage in the future.

By the passing of "The Education Act Amendment Act, 1907," several important changes have been introduced, the chief of which we here call attention to. We note that our educational district will now be entitled to two Junior National Scholarships, at least one of which must be awarded to one of the candidates from schools having not more than forty children in yearly average attendance, should there be a qualified candidate from such schools; while the standard of examination has been raised to subjects prescribed for Standard VI, and the age of a candidate must be not more than fourteen years on the first of the month in which the examination is held. Considerable change, too, has been made in the conditions on which Senior National Scholarships are awarded. Instead of a certain number being allotted to each university district, they are now to be open to the Dominion generally. Again, no further Queen's Scholarships are to be awarded. In regard to continuation classes, we are pleased to find that provision has been made for allowing these classes to be held at any hour on Saturdays. A clause that should urge all uncertificated teachers to become fully qualified provides for a deduction of 5 per cent. from the salary of those teachers who hold only temporary certificates or licenses. Lastly, the attainment by any teacher of the age of sixty-five years becomes a reasonable cause for determination of engagement by the Board.

We have been well satisfied with the order, discipline, and tone of our schools, and the fact that in our opinion ninety of the 108 examined proved efficient should, in spite of our criticisms of certain details and the faults we have pointed out for correction, convince the Board that it has every reason to be satisfied with the general conduct of its schools, especially as wherever we have had to assess the quality of the work done the same high standard of excellence as in former years has been demanded.

We have, &c.

G. A. Harkness, M.A.,
A. Crawford, B.A., } Inspectors.

The Chairman, Education Board, Nelson.

GREY.

Sir,— Education Office, Greymouth, 31st March, 1908.

I have the honour to present a general report on the schools of the district for the year 1907.

Since the 1st June thirty-six inspection visits have been made, besides a number of special visits in connection with new schools and other matters. Thirty-two public and three private schools have been examined, together with the Greymouth District High School, regarding which a special report has already been submitted to you. One hundred and thirty-one pupils presented themselves as candidates for proficiency certificates, and 55 per cent. of these were successful. These figures do not include the Catholic schools, one of which—the Grey Convent School—achieved a measure of success in this direction which is certainly deserving of special mention. Every Standard VI pupil in this school gained a proficiency certificate, and none obtained less than 80 per cent. of the possible aggregate of marks.

During my examination of the schools epidemics of measles and influenza were prevalent in the district. Many children were absent from examination owing to this cause, and in some cases teachers and children were present who ought to have been in bed. In connection with this matter of sickness I have to point out that there has been an unprecedented number of teachers absent this year on sick-leave. This fact has a very important financial aspect; and if the applications for sick-leave are as numerous in the coming year as they have been in the year just closed it will probably be necessary for the Board to revise their regulations on the subject.

In estimating the quality of the work done in the compulsory subjects in the public schools, 1 school has been classified as excellent, 19 as good, 2 as satisfactory, 9 as fair, and 1 as inferior. In the additional subjects, 19 schools are classified as good, 1 as satisfactory, 10 as fair, and 2 as inferior. In respect to general efficiency 20 are classified as good, 5 as satisfactory, and 7 as fair.

The following is a summary of the examination statistics of the public schools for the year:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Standard VII	16	16	14	3
" VI	135	131	13	11
" V	145	136	12	11
" IV	175	169	11	8
" III	190	180	11	3
" II	185	182	9	8
" I	187	180	9	0
Preparatory	692	564	7	0
Totals	1,725	1,558	11	2*

* Mean of average age.

These figures show an increase over last year on the number of children on the roll, but they show also a greater proportion of absentees from examination. This is accounted for by the fact—already adverted to—that epidemics of influenza and measles prevailed during the period of examination, a hundred young children being absent in one school alone from this cause.

On the whole the schools of the district, in spite of many drawbacks, have maintained a very satisfactory level of efficiency during the year, and the various subjects of the syllabus have been treated with intelligence, thoroughness, and skill. The most notable exception to this statement occurs in connection with the subject of composition. In most of the schools—and especially in the larger ones—the essays were well done; but the tests in analysis and synthesis of sentences were altogether too much for the majority of the Standard VII pupils. The ingenuity and ability displayed by some of them in combining sentences so as to form sense of some sort, while they did not so much as understand the instructions given them, were to me a striking proof of the native intelligence of the young Dominionite. The sentences so framed, however, did not comply with the conditions imposed in the question, the failure arising from the lack of a good broad foundation knowledge of analysis and grammar. While it is doubtless true that the excessive attention given in former days to the niceties of English grammar was to a very large extent a waste of time, a knowledge of the chief rules of syntax and of sufficient grammar to be able to understand and apply these rules is still absolutely essential to the intelligent and successful teaching of composition.

Weakness in arithmetic was answerable for a majority of the failures in Standard VI, this weakness being due to the fact that teachers have concentrated their attention exclusively on method and have ignored the fact that accuracy also is a matter of prime importance. Although marks were in all cases allowed for correct methods of working, it seems to me that there never was a time when accuracy in arithmetic was so desirable and necessary as at the present day. In the merchant's office or in the various departments of the Civil Service it is accuracy that is demanded, and inaccurate work is worse than useless. Sixth Standard pupils a quarter of a century ago would have laughed at the present Sixth Standard tests.

Reading is good in only a few schools, the fact being that in most cases this important subject is now being robbed of its fair share of attention and time. The necessary result of this neglect is slovenly, slipshod reading, with an almost entire absence of fluency and intelligent expression. A habit of dropping the aspirate in such words as "why," "when," "where," &c., is also becoming disagreeably prevalent. It should only be necessary to draw attention to this blemish to insure its being speedily eradicated.

The teachers' Saturday drawing class has had the effect of greatly improving the drawing in many schools. The correlation of free-arm drawing and brushwork with nature-study has acted and reacted most beneficially, giving an added interest to each of these subjects.

Physical drill is taken in all schools, and the movements are in most cases executed with ready confidence and precision. These exercises are most popular with the pupils when performed to music, and I was pleased to see that some schools had adopted the practice of marching in to music. This has much to commend it. In some schools children are taught to walk in on their toes when entering or passing through the rooms of the school. In my judgment this is both unnecessary and undesirable. A child can walk softly and yet in a graceful and natural manner; but to train a child from the infant gallery to the Sixth Standard to walk in this crouching, hobbling, unnatural manner cannot be conducive to a manly bearing or to an easy and elegant gait in walking.

Agriculture and cottage gardening have been taken up by nine schools; and Mr. Bruce, the Instructor of Agriculture, has given a series of interesting and instructive lectures to teachers on this subject. These lectures were well attended, and were in a marked degree helpful to teachers—not only in agriculture, but in nature-study generally. Teachers' classes in free-arm drawing, brush painting, and in cookery were also held during the year. Carton-work and paper-folding were taken by several schools, and cookery was taken by nearly every school in the district. The children from some of these schools have to travel some thirty miles by rail and lose a whole day in order to obtain a two-hours cookery lesson. Important as the subject is, in these cases it is costing the children too dear, and the schools which, labouring under this disadvantage in respect to distance, continue indefinitely to devote a whole day a week to this subject must necessarily suffer in their general school-work. A woodwork class is held in connection with the Greymouth District High School, and a special class in wood-carving was also arranged this year. Altogether quite as much technical work has been done during the year as the circumstances of the district render advisable.

Speaking generally, the teachers of this district have worked excellently and conscientiously throughout a particularly trying year, and they are deserving of every credit. Where failure has occurred it has been in almost every case owing to circumstances beyond the teacher's control. In some instances the introduction of the new syllabus and the noise and fuss made about the necessity for new methods have had rather a bewildering and distracting effect upon the teachers—especially upon those who are young and inexperienced. Amidst the temporary and perhaps inevitable dislocation and confusion incidental to the transition from the old methods and syllabus to the new, I would ask teachers to remember that to store the mind with knowledge still remains one of the aims of education and that a Standard VI proficiency certificate is intended to represent not only that a pupil's faculties have been developed and quickened to a certain degree, but also that he is the possessor of a more or less definite amount of actual, positive, accurate information on the subjects in which he has been taught.

The school buildings generally are in fair repair, though painting is in many cases badly needed. As to the school grounds, their condition throughout the district is such as to leave abundant room for improvement. Not one of them can be said to make even a remote approach to being "a thing of beauty," and most of them are supremely ugly. Now that cottage gardening has been introduced in this district it is not too much to expect that some little attempt should be made in the direction of beautifying our school surroundings. A more enthusiastic observation of Arbor Day and a little regular systematic attention would work wonders, and would very soon remove from our school surroundings that dreary air of unrelieved ugliness which now hangs over them.

I have, &c.,

E. A. Scott, Inspector.

The Chairman, Education Board, Grey.

WESTLAND.

Sir,— Education Board Office, Hokitika, 14th February, 1908.

I have the honour to present a report for the year 1907 on the work of the schools of the district. The tables accompanying the report present information relating to the numbers and results in connection with the examination of thirty-five public and five Catholic schools.

The following table is a summary of the numbers and average age of the various standard classes. It may be added that the number of pupils in the preparatory classes over eight years of age is sixty-seven, and that seventeen pupils in standards were placed in a lower standard in arithmetic and one in a higher class.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Standard VII	45	42	15	5
" VI	75	75	13	11
" V	70	67	12	7
" IV	102	96	12	1
" III	104	101	11	2
" II	124	122	10	1
" I	104	102	9	4
Preparatory	398	373	6	9
Totals	1,022	978	11	5*

* Mean of average age.

An annual visit was made to each of the schools, and, apart from those of South Westland, each school received at least one inspection visit. Owing to changes of teachers and other special causes it was found expedient to visit several schools more frequently. The teachers of all the smaller schools were, moreover, required to forward, at regular intervals for inspection, specimens of the pupils' work in the form of exercises worked in connection with periodical or special tests. The opportunity for criticism and advice thus furnished was found of great benefit to the teachers, especially to those with limited experience.

During the year ten schools have been open on 420 or more half-days, and seventeen others on at least 400 half-days. Sixteen schools that were in operation from the beginning of the year report a school year of less than 400 half-days. While in a few cases the reduction in the number is due to special causes, there is still need, as in previous years, to draw attention to the failure to maintain the school year required by the regulations, which have been framed to allow time to prepare the course of instruction without undue strain.

In this district, instruction beyond the requirements of the Sixth Standard is confined almost solely to that given to the secondary class of the Hokitika District High School. Only eight other pupils that had previously obtained proficiency certificates were on the rolls of the schools at the time of the annual examination. Of these, six satisfied the extra requirements of the Seventh Standard by the inclusion in the course of advanced English and arithmetic and such subjects as algebra, shorthand, book-keeping, French, and Latin.

In the secondary class instruction has been given to forty-seven pupils, of whom twenty-six were from parts of the district outside of Hokitika. The course extends as far as the requirements of the Junior Civil Servce and Matriculation Examinations. At the end of the year seven students were successful in one or both of these examinations. As practically in every case the term of study of the pupils of the class does not extend beyond three years, experience proves that to occupy a good position in connection with either of the examinations mentioned students require, on entry to the class, to have passed the final test of the primary course with some degree of credit, and it is important to note that, as the time devoted to secondary education in district high schools is short, the work of the teachers is too exacting to allow of much special attention to pupils that join late in the year or that fail to maintain regular attendance.

Another feature worthy of comment is the extent to which the work of the secondary class is overshadowed by the preparation for examinations. The Junior Civil Service is required by scholarship-holders, by candidates for positions as pupil-teachers or teachers of small schools, and by those entering various trades, professions, and the Civil Service. The result is that the first object of a large majority of the students is to pass this examination. For similar reasons the Matriculation Examination is the chief aim to a number of the pupils. Owing to the limitation in the time, the efforts of the teachers and scholars is concentrated on the courses prescribed, and subjects are selected according to their examination value. Practical science and technical subjects, especially, have to occupy a very subordinate position, and for this there seems to be no remedy. The limitation in both time and staffs forbids a wider treatment of the secondary course.

The pupils presented for certificates in the Sixth Standard numbered seventy-five. Of these, forty-eight were granted proficiency certificates and ten received competency certificates. The number of failures has increased from seven in the previous year to seventeen. This apparent reduction in the efficiency of the instruction is due largely to the number of changes of teachers in schools in charge of sole teachers. In view of the proposal to hold all examinations of the pupils of the Sixth Standard throughout the Dominion at the end of the calendar year and the institution of this arrangement in some districts, it may be mentioned that of the seventy-five pupils of this class, seven on the roll of the schools of South Westland were examined in February or March, thirty-four were in the schools examined within one month of the close of the year, and thirty-four others were in schools where the annual visit was made within three months of the same date. No expression of a desire for an alteration of the present system has been made. Teachers find an interval between the examination and the end of the year advantageous in preparing pupils for scholarships and in revising the work of those joining the secondary class at the beginning of the following year. It is understood, moreover, that any pupil failing to secure a certificate earlier in the year is at liberty to present himself again during the examination of any school in December. The need for a change in this district is, therefore, not very evident.

The classification of the remaining divisions of the primary schools has, in general, been carried out by the teachers with judgment and with concern for the future progress of the classes. In the smaller schools the Inspector naturally takes a larger share in the classification, which in all schools is based partly on the results of tests made periodically during the year. In this district it is not found so necessary to insist on elaborate schemes of work previously prepared, but a complete record is required of the work done during each term, and of the results of each periodical test. The chief difficulty in this connection is to secure a careful adherence to the requirements of the syllabus. On the one hand the use of certain text-books leads to the attempt to deal with matter not included in the prescribed course, and on the other too much regard for the scope of the examination-cards leads to the neglect of important branches of the various subjects. The number of questions in both the English and arithmetic cards set by the Education Department are too few. Consequently there is not room on any one card, especially in connection with the higher standards, to provide an adequate test of a year's work. This defect, with certain frequent omissions, leads inexperienced teachers to form an inaccurate interpretation of the requirements of the course of instruction. It has been necessary to impress upon them the fact that it is not text-books or examination-cards, but the prescribed course that must be the guide in selecting the subject-matter of the instruction.

Apart from the derangement of the work of a few schools, due to changes of teachers, the standard of efficiency is quite equal to that of previous years. As in a small district ample opportunity exists for an intimate and regular acquaintance with the condition of the schools and for advice to the teachers on details of school work, it is not necessary to use this report for the purpose of inculcating, in connection with individual subjects, a knowledge of principles or methods of teaching. Attention is directed therefore to matters of more general interest.

One of these is suggested by a previous reference to text-books. For a considerable number of years all school-books used in the primary classes, with the exception of one prescribed series of readers and the arithmetic books, have been supplied by the Board for use in school only. The exceptions are due to the use of the books mentioned in the preparation of home lessons. There has therefore existed in this district a considerable degree of uniformity. The only complaint that has reached the point of expression is from parents removing from one district to another. These demur to the purchase of new sets of school-books. As this question has recently been raised officially, the suggestion is offered that if the selection of text-books is carefully made, uniformity can have little effect on the training of the pupils. It is true that teachers at times complain of the necessity for teaching year after year from the same text-books, but this is unavoidable, as, even if teachers select the books, the objection of parents prevents frequent changes. It follows that, if uniformity is advisable in one district, there can be no objection to uniformity throughout the Dominion, and this would remove all ground of complaint where families remove from one district to another. From the point of view of the total cost to the people of the Dominion, great advantage would result from the provision by the Government of all text-books used in the primary schools. The experience in this district is that books used only in school last for several years, and if, at suitable periods, the series were changed, there would be sufficient opportunity to take advantage of improvements and to afford variety.

Frequent reference has been made in previous reports to the importance of the cultivation in the pupils of powers of observation and ability to describe the result of the exercise of perceptive faculties. Unfortunately, the reason for this insistence is still too common, and the opportunity is taken to emphasize another aspect of the same principle. A correct guide as to the value of the methods adopted in a school is the extent of the voluntary interest displayed by the pupils. When the instruction follows educative lines, the pupils' alacrity and enthusiasm are readily recognised. In the physical exercises this brightness and interest are essential, and ought to be accompanied by voluntary effort to serve their purpose. " So long as exercise gives us pleasure and exhilaration it is doing us good. When we cease to enjoy it, it is either neutral or harmful physically." Further, mental exercises should be accompanied by the same brightness and interest. To secure this, good methods—less routine, more variety—are essential. Every device should be used to render more vivid the mental images suggested by the objects of study. Even inexperienced teachers are known to achieve success in this direction to such an extent that there is an absence of a great contrast in the mental attitude of children on entering and on leaving the schoolroom.

The examination of the Catholic schools indicates laudable efficiency in some schools at least, and fair or satisfactory results in all. In accordance with the provisions of the Act passed during the year, the inspection of these and other private schools that have applied for it will require to be carried out fully in accordance with the regulations applying to public schools.

I have, &c.,
A. J. MORTON, B.A., Inspector.

The Chairman, Education Board, Westland.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 23rd January, 1908.

We have the honour to present our general report on the schools of the district for the year 1907.

The round of inspection and examination of elementary public schools has again been fully accomplished, the instruction given in secondary classes in the nine district high schools has been subjected to careful inquiry and searching tests, and some 1,300 children belonging to fourteen private schools have also been examined. In our annual (or examination) reports on the several schools we have followed the long-established and very desirable practice obtaining in this district. Not only have the tabular forms furnished by the Department for such reports been duly filled, the information these contain has been supplemented by a separate report from the Inspector conveying, in the form of " General Remarks," his impressions with regard to the efficiency of each school, and offering such suggestions as might be deemed likely to benefit either teacher or pupils. To us personally it is becoming evident that in carrying out these duties the margin of spare time for recreation and for recognition of social claims has practically vanished, and that opportunities for general reading and for keeping abreast of modern movements in the field of education are by no means abundant.

The number of schools in operation remains practically unaltered, but we regard with some concern a slight decrease in the enrolment at the dates of examination. The number actually present at the date of the annual visit was found to be nearly 1,300 below that recorded for 1906; the unusual prevalence of epidemcs may, however, account for most of the difference here noted. In our last annual report reference was made to the diminished attendance in a large number of rural schools, particularly in localities where settlement has been fairly close for more than a quarter of a century. During the past year a similar decline has been noted in several of the larger city schools. Business premises and factory buildings continue to encroach upon residential areas, and facilities for locomotion encourage city workers, more than in the past, to seek the pleasures and advantages of suburban residence. The growth of population in suburban centres has naturally led to the establishment of new schools, the opening of which has materially affected the attendance in city quarters. To a considerable extent it has, unfortunately, been necessary to duplicate school accommodation; and, however much we may regret the necessity, no other solution of the problem has yet been suggested. Meanwhile our sympathies are extended to those faith-their school to the technical school, others come by train eighteen miles, and still others are country teachers, who have more or fewer miles to traverse before reaching the train.

The estimated capitation is £300 on all classes.

We propose to hold a wood-carving and, if possible, a model-drawing class during 1908.

Thanks are due to the following for assistance during the past year: Blenheim Borough Council, for use of gas-stove; Mr. A. McCallum, donation of flour; Messrs. Bythell and Wemyss, for donations of timber.

Mr. Bruce was granted leave to attend the Conference of Experts in Agriculture held in Wellington during the year. He took the opportunity to urge on the Department the claims of his district for assistance, and a substantial grant for chemicals and apparatus was the result.

STANDARD VII.—Nine schools had pupils of this grade, the total roll being twenty-seven. Of these twenty-six were present. Examinations held by me in Standard VII are understood to be simply progress examinations to the Civil Service Junior, the Standard VII pass being success in that examination. The head teachers of country schools who have pupils continuing at school beyond Standard VI find that better work is done when this definite proposal is set before them.

SCHOLARSHIPS.—"The Education Act Amendment Act, 1907," does away with Queen's Scholarships. The result is that Marlborough loses her chance of gaining these valuable scholarships, and receives no compensation. The competition goes to the larger districts, which have the number of Junior National Scholarships to which they are entitled increased. The fact that one of our pupils qualified in 1906 for a Queen's Scholarship proves that the loss is not imaginary.

The Junior National Scholarship age-limit has been advanced to fourteen years, the papers being on the subjects of the Sixth Standard. The offering of university bursaries to all that gain "credit" on Junior University Scholarship papers is a pleasing step towards free education in the higher branches.

That University Bursaries, Senior Queen's Scholarships, and Junior University Scholarships are all awarded on a test in which 1,500 marks are assigned to Latin, and only 600 to any such science as chemistry, is an anomaly. Of course, if Latin is reckoned to be worth two and a half sciences each science will be practically starved. The influence of this test reaches down to the primary school, and tends to undermine the most striking proposals in our syllabus. I do not think it advisable to give 1,500 marks to each science and 600 to Latin, but if that were done in this test the practical sciences would receive a stimulus that would be felt from end to end of these Islands.

Maine, in the United States, has a primary-school population of 132,415, and 13,450 are enrolled in free high schools. New Zealand has a primary-school population of 139,302, and 5,364 are obtaining free secondary tuition. Thus one State gives free higher education to about three pupils to our one, and glories in the fact that an unusual number of eminent men have graduated from its schools.

THE PUPIL-TEACHERS.—All the pupil-teachers that sat for examination succceeded in satisfying the examiners. It appears, however, that the instruction in practical work will not be entirely satisfactory till some direct reward is proposed to those on whom the duty of instruction falls.

In the State of Maine, America, they have what is called a School Improvement League. Committees enrolled under this are emulous to make their school the best in the country. They endow it with books, book-cases, apparatus, and the most approved furniture. They paint the walls in attractive tints, and adorn the rooms with statuary and pictures. They beautify the grounds. They consider it would be a misfortune to have some person of wealth contribute the entire sum necessary to make the improvements. Outgoing pupils are encouraged to leave some memento—a picture, a bust, &c. Finally, "No town should commence the work of school-improvement and then keep so still about it that no other town may profit thereby." In New Zealand the inhabitants of our cities take pride in rearing handsome buildings, laying out public gardens, and adorning the town with statuary. In the country the people and committees might begin on the chief public building—the school. We shall be pleased to hear of the results of their efforts.

MR. SMITH'S RETIREMENT.—In 1890 he was called to Marlborough as Inspector and Secretary, offices which he held till 1904, when the warnings of age led him to lay aside the inspectorate. He continued, however, in the secretaryship until May of last year (1907), when he retired on superannuation. He brought to his work a sound common-sense, a saving grace of humour, an ever-ripening experience, and a uniform courtesy. As one who was his colleague in office during three and a half years, I wish him many seasons of autumntide—a wish that is tempered only by regret that the Superannuation Act allows emoluments so small as to make his pathway only raggedly smooth.

I gratefully acknowledge the general earnestness displayed by the teachers in their labours of the past year.

D. A. STRACHAN, Inspector.

The Chairman, Education Board, Marlborough.

NELSON.

Education Office, Nelson.

SIR,—

We have the honour to present our annual report on the schools of the Nelson Educational District for the year 1907.

One hundred and sixteen schools, six more than the number recorded last year, were at work during the last quarter of the present year. Nine new household schools have been established, but three others have ceased to exist. Some recently opened schools have not yet been examined by us, and through Matiri being closed at the time of the Inspector's visit the pupils failed to attend examination, so that the total number of schools examined is 108.

As usual, the following schools, not under the control of the Board, have also been examined: Miss Hooper's, Nelson (17 pupils); Preparatory Division, &c., Nelson College (19); Nelson Girls' College (18); Cabragh House, Nelson (10); St. Canice's, Westport (165); Sacred Heart, Reefton (98); St. Mary's, Nelson (129). The total number of scholars was 457, of whom 441 were present. The work of these schools was summarised as follows: In the case of three of them, good; of one, satisfactory to good; of one, satisfactory; and of two, fair to satisfactory.

Four special examinations were held at different times, and nineteen candidates presented themselves, one for Standard V competency, and the other for Standard VI proficiency certificates. At these examinations sixteen certificates were gained—seven proficiency, eight competency Standard VI, and one competency Standard V.

One hundred public and six private schools were inspected by us during the early part of the school year. On the occasion of our visits of inspection we have frequently had to complain of the incompleteness of some of the time-tables in use. This has been the case mostly in the smaller schools, where the chief fault has been the absence of a summary to the time-table. Frequently we have found the work going on under a time-table that evidently was suited only to some former condition of the school, while in other cases there was a decided departure from the routine of work laid down.

A rather general weakness in the teaching was the lack of sufficient blackboard demonstration. We cannot too strongly impress upon our teachers, especially upon those of limited experience, the idea that a most powerful aid may be supplied by the blackboard. A further defect was the absence of well-laid-out schemes of work, which are supposed to be drawn up for each term or quarter. During the coming year we expect to see a more general adherence to the requirements under this head.

The average weekly number on the rolls for September quarter was 5,606, eleven higher than for the corresponding quarter of last year. At the time of our examinations the number on the rolls was 5,564, and owing to the prevalence of epidemics, especially of influenza, only 5,211 were present. Here, as well as in other parts of the Dominion, the same cause has largely affected the average attendance for the year, which in this district has fallen from 86·4 per cent. (1906) of the average weekly number on the rolls to 83·7 per cent.

In regard to attendance there is another aspect of the question, to which we have previously referred and to which in another district attention has been more than once directed, and that is the shortening of the school year. The Board's by-laws strictly define the length of vacation to be given throughout the school year, and including the odd days specified the whole amount is exactly nine weeks. Should Committees desire to deviate from the fixed holidays the consent of the Board must first be obtained (By-law 46).

If, then, any extra single holidays are allowed for exceptional circumstances arising in connection with certain schools, these should not reasonably total more than an extra week in all. This leaves as a minimum number of weeks forty-two, or 420 half-days, on which every school should be open. Now, an examination of last year's quarterly returns shows that only nineteen of our 116 schools did their duty in this respect by being open 420 times in the school year. One was open 470 times, whilst fifty-two were not open even 400 times, and one of these for which we can find no reasonable excuse was open only 360 times. Unless the children are given reasonable opportunities, they cannot be expected to obtain the full benefit of the many advantages now extended to them under our educational system, and we contend that it is not unreasonable to demand that the school should be open 420 times, when we consider that this allows of ten weeks' holiday in the year in addition to the full Saturday every week. We admit that, owing to epidemics, this has been an exceptional year, but in the interests of the children we would plead with Committees, upon whom the chief responsibility rests, to see that in future the children under their charge are not deprived of their just rights, in being denied, upon frivolous pretexts, opportunities for improvement.

The addition of more uncertificated teachers is due to the opening of several new household schools, so that though the proportion of certificated teachers is absolutely less, many of those already holding certificates have, particularly in competition for C certificates, made a decided advance in the direction of improvement of status.

Twenty-six pupil-teachers were also employed and of these three are certificated and one has passed the examination.

The following summary of results for the whole district is an extract from the Inspector's annual return:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	131	108	14 11
" VI	454	443	13 9
" V	549	522	12 10
" IV	658	633	11 11
" III	640	622	10 11
" II	626	608	9 10
" I	647	624	8 11
Preparatory	1,859	1,651	6 11
Totals	5,564	5,211	11 3*

* Mean of average age.

Standards III and VI are smaller this year by fifty-one and thirty-six respectively, but Standards V and VII are larger by thirty and twenty-eight respectively. Other classes show less variation. The increase in numbers in Standard VII is largely the result of a formation of Lower Takaka into a district high school with a roll-number of twenty-four in the secondary class, which in spite of satisfactory numbers has had in working to be content with a very limited space in the hired room temporarily provided. When the new class-room now in course of erection is completed, working-conditions will be much more favourable. We are pleased to note here that a Reefton winner of one of the two scholarships annually offered by the Nelson College Governors to pupils of our secondary classes who are under sixteen years of age has attained before entry a higher status than any previous scholarship-winner, as she has passed the Matriculation Examination.

The mean of average age as shown above is slightly higher this year—11 years 3 months instead of 11 years 2 months. In Standard VII it is higher by three months, in Standard II by two months, and in each of the other classes except Standards III, IV, and V by one month.

Though the number of children present at examination was smaller than usual, at thirty-six schools every child on the school roll was in his place and at three other schools each had but one absentee. Two hundred and twenty-five certificates of proficiency and 138 of competency were obtained by Standard VI pupils, as compared with 195 and 162 respectively last year. As the totals nearly correspond, evidently better results have been obtained in this class. We note here that by the new regulations as approved at the Inspectors' Conference, 1907, the qualification for the proficiency certificate will be raised, as 50 per cent. of the possible marks will be required in English as well as in each of the branches reading and composition.

The number of applications to sit for examination for certificates in classes below Standard VI still remains very small, only five competency certificates in Standard V being awarded.

In anticipation of these new regulations, which were expected to come into force at the beginning of 1908, it was found necessary to make some changes in the time and form of examination for certain schools. The regulations referred to will be based on the idea that, as a rule, promotions should be synchronous throughout all public schools, the children promoted taking their places in the higher standard classes on the 1st January or at the beginning of the school year, the final examination of the school by the head teacher having been held in the previous November or December. It is obvious that the Inspectors cannot possibly visit and examine all the schools of the district in the time mentioned, and provision is made for the results of the head teacher's examination being substituted for those of the Inspector. That the success of our system has been in the past largely due to the thoroughness and impartiality displayed by Inspectors in the course of their examination is generally acknowledged, and anything which would detract from the value of an independent examination is to be deplored. The examination by the Inspector, too, especially of Standard VI, furnishes in all classes a guide for the teacher as well as a stimulus for the child, and by demanding a full unvarying measure of attainment throughout the district tends to maintain the children's standard of scholarship at a high level. The value of the examination too has been amply demonstrated at those private schools which have of late years submitted themselves to public inspection. We therefore think it advisable that the pass examination of Standard VI, at least, should be retained in the hands of the Inspectors. To enable us in future to examine our largest centre nearer the end of the year than July, the Nelson City schools were taken rather later in the year and a separate examination made of their Sixth Standard classes. Some of the Waimea schools and Motueka and those in its immediate neighbourhood were in consequence examined somewhat earlier and in each case a later examination was held for the Sixth Standard children. A somewhat similar course may have to be adopted this year. Should a school be examined before its school year is complete, the examination must necessarily be confined to that part of the scheme of work that has been covered or to the work of the previous year.

The following briefly summarises our estimate of the efficiency of the schools examined: Good, 12; satisfactory to good, 21; satisfactory, 57—efficient, 90. Fair to satisfactory, 13; fair, 4; moderate, 1—inefficient, 18.

Of the twelve schools in which the work was classed as "good," six obtained the highest marks. Two schools under sole teachers were among those that attained distinction. The five most inefficient as well as most of those that more nearly attained the satisfactory limit were in Grade 0—that is, were schools of less than sixteen pupils in average attendance at each. For these it is difficult to obtain capable teachers and almost impossible to obtain experienced ones. All of the eighteen are conducted by sole teachers. In order to form as accurate a judgment as possible of the efficiency of a school in any subject requiring written papers and yet to avoid an excess of individual examination we have usually examined a section of each class in each subject. In Standard VI, however, and the lower-grade schools the full work of each pupil was taken.

From a comparison with the results of the previous year it will be seen that, though Standards III and IV show a slight improvement, there is a very pronounced falling-off in the work of Standards V, II, and I, while Standard VI apparently just maintains its position.

It is perhaps somewhat difficult to account for the disappointing result in Standard V arithmetic, but we find that in many other districts the poorest work comes from this class, so that it would appear to us that the difficulty lies to a certain extent in the scope of work allotted to Standard V as against the relatively easier range of work set down for the two previous standards. As regards the treatment of the subject in Standard I, we strongly advocate once more the importance of oral work in the lower classes, and the helpfulness of using actual objects in the first stages of number-building. At the same time it must be apparent that the mere construction and understanding of, say, the multiplication and addition tables covers but one side of the question—these tables must be learnt and known. It is in this mechanical side of the work that greater thoroughness should be demanded if the written work is to be within the same limits as the oral. Considerable advantage has been taken of the dual classification in English and arithmetic. We find altogether 255 pupils working arithmetic in a lower standard class than that in which they were placed for English. The numbers from the various standards were as follows: Standard VI, 25; Standard V, 74; Standard IV, 61; Standard III, 48; Standard II, 41; Standard I, 6.

English.— Reading and recitation continue to be well taught, very few indeed of our schools failing to give these branches of instruction satisfactory treatment. While several were classed good in each of these subjects, the marks for which often closely agreed, one small household school (Wairoa Gorge) was graded "excellent" for recitation. Improvements may yet be made in developing a more thorough appreciation of the subject-matter, and especially of the poems to be committed to memory, references to the authors, to the incidents in connection with the story, and to the literary merits of the poems not being omitted. In certain localities faulty pronunciation such as the misuse of the letter "h," the "colonial twang," the clipping of final consonants, the omission of the final "r," as well as its opposite, the addition of one to a final vowel, and the broadening of vowel-sounds must still be resolutely fought, though the general character of the reading is distinctly satisfactory. Two literary readers are still generally used, with the addition or substitution, in some few instances, of a geographical or historical reader. The *School Journal*, which first appeared during the year, has been used as an extra, and has not yet been commonly substituted for a literary reader. In schools above Grade 8 three readers might well be insisted upon; but in schools under sole teachers one literary reader, with a geographical or historical reader in lieu of the geography B or history course, is all that can be usually prepared in the time at the teacher's disposal.

Though the majority of the schools produced satisfactory work in the spelling and dictation tests, it is disappointing to find the papers less accurate than last year's, especially as we had hoped that the adoption of a systematic course of word-building in the lower standards would have had a beneficial effect. On the contrary, we regret to say that there has been a steady deterioration for the last four years. Probably the introduction of so many additional subjects into the curriculum has made increasingly difficult the task of maintaining a high standard in the essential subjects of an elementary education—spelling, composition, and the three "R's." Whether correct spelling be a necessity or not, there can be little doubt of the educational value of each of the other four subjects, and we shall certainly expect that teachers will see that in future the all-important branches of English and arithmetic are not crowded out of the syllabus or less effectively treated. In composition and other written exercises the spelling has been taken into account in assigning marks for the subject.

In composition, too, the marks obtained were not so high as previously, in spite of the fact that the test papers, of which we complained last year, were greatly improved in quality, the wording being less obscure, and the exercises less complicated in form and more within the comprehension of children of tender years. They may yet be improved by making them of more even quality throughout. In the Third Standard the papers set by us were rather more difficult than those previously set by the Department, and a letter was always exacted from Standard IV. We too often found both letters and essays meagre in subject-matter, the children being apparently unable to enlarge upon any topic, or even to describe fully an object which they had previously examined in the course of their nature-study. This difficulty may be overcome by always encouraging the children to express themselves fully in oral answering, especially when such an attractive subject as a natural object or phenomenon comes under observation.

We notice the following from the Board of Education's suggestions published with the English Code: "By the time the child has learnt to write without undue need of attention to the process itself, he should be able to express orally, with ease and clearness, a story heard, or incident seen, or a lesson received, and can then begin to use the same readiness of expression in writing. The length of the composition should naturally increase as facility of expression is gained; and in the higher classes facility is an object of equal importance with accuracy. No matter how advanced the composition may be, the oral exercises should never be discontinued.

But it is not in the work of the lower classes that deficiencies were so frequently found as in that of Standard V. Here, faults of which we have previously complained were too often apparent. Not only were many of the children ignorant of the functions of clauses and phrases, as was readily seen in their feeble attempts to answer such a test as "What question does this phrase answer?" but they were often quite unable to distinguish a phrase from a clause. Knowledge of the meaning of common prefixes and familiar selected words was also rare—a defect noticed also in connection with the reading lessons—whilst grammatical reasons for alterations made in faulty sentences were almost entirely lacking.

Writing and Drawing.—In regard to these subjects we have little to add to our remarks in previous reports. We are satisfied that no deterioration is shown in these branches, which are as truly "manual" as any that come under the "handwork" class. The drawing especially shows to somewhat better advantage.

Singing, too, is receiving more attention, and we were especially pleased with the great improvement made in Physical Instruction, chiefly in regard to its bearing on the health of the children, and to lessons on health. Thirty-seven of our schools, more than for any other subject, were awarded "good" marks for physical instruction.

History is still generally taught orally, Historical Readers being used in comparatively few cases. The record of schools doing satisfactory work in this subject is higher than previously attained.

Geography.—In our estimate of the work done under the head of geography but slight improvement is shown, though courses of work in observational geography should prove highly interesting as well as educative. At the same time we fear that some of the inferences expected to be drawn are almost beyond the reasoning-powers of children, and some of the astronomical phenomena might well be omitted from the course.

In the absence of better material for making relief maps (though paper-pulp might easily be made), the recommendation of Mr. Petrie, Chief Inspector, Auckland, might well be adopted. "In every playground should be laid out a level spot, say, 10 ft. by 8 ft., neatly bordered by wood, for making relief maps of countries that are being studied. A supply of sand or friable soil should be kept alongside."

Course B, geography, affords opportunity for so varied a treatment, and the information given is necessarily so indefinite, that it is very doubtful whether lasting impressions of any value are being made upon the children's minds. This year we recommended in preference courses of work to be constructed from the alternative course, Clause 43 of the regulations.

NATURE-STUDY.—A course of nature-study or science is taken in fifty-one schools, and we see no reason why the former should not be generally taught. The small amount of school time required for the study would be scarcely missed, and in its correlation with other branches of work such as compostiion—oral and written—geography, drawing from nature, and modelling in plasticine, as well as in cultivating the child's powers of observation and reasoning faculties, it should prove of incalculable benefit.

Science, apart from physiology and physical measurements, which are taken as branches of handwork, is taught in the form of physics or agricultural chemistry in but few schools; but we hope that the establishment of a chemical laboratory in connection with the Nelson Technical School will so educate and stimulate teachers that it will prove a veritable science-workshop for the whole district.

NEEDLEWORK was taught in 101 schools, practically universally, as the few exceptions were those schools in which a male teacher is employed, or those in which there were only boys attending. We were well pleased with the neatness and cleanliness of the work, as well as with the regularity and evenness of the sewing, both in the samples, which were usually worked with coloured cotton, and the garments presented for examination. Thirty schools were commended for good work, and to five others even higher praise was awarded.

HANDWORK.—Handwork has been taken in forty-six schools, for the most part in a very satisfactory manner. A variety of branches has been undertaken, the chief being plasticine modelling, taught in twenty-seven schools; elementary agriculture, in twenty-six; elementary physiology, in fifteen; brush drawing, in twelve; and paper-folding, free-arm drawing, bricklaying, modelling in carton, and elementary physical measurements, in lesser numbers. These subjects of instruction have all been solely undertaken by the permanent teachers, with the exception of elementary agriculture, more fully referred to in another part of the report, which has been under the direction of a special instructor.

A considerable extension of this branch of work has been made during the year, chiefly in the way of placing the facilities offered by our present technical schools within reach of schools in the adjoining neighbourhood.

Classes for the instruction of teachers were again held in Nelson and Westport, the subjects taken up including drawing in its different branches, elementary geology, carton-work, cookery, woodwork, elementary botany, physics, chemistry, mathematics, and elementary physiology. In addition to the usual classes that have been carried on in the Nelson Technical School for the past two years, classes in agriculture were held for the first time at Wakefield, Richmond, Motueka, and Nelson, with a considerable amount of success. This class of instruction is, of course, as yet in quite the experimental stage. With the advantage of a chemical laboratory, for which the necessary grant has now been made by the Department, we look for a further development of this most important study.

COMPETITIONS.—A brief reference to the scheme of competitions instituted by Mr. Maginnity, Chairman of the Board, and formally adopted at the beginning of the year, will, we feel certain, prove of general interest. The object of the scheme as carried out was twofold. On the one hand it was an endeavour to encourage further study and research on the part of the youth of the district, who had passed through the ordinary primary school; while on the other it was an effort to stimulate the educational life of our present pupils. The competition was thus arranged in two distinct divisions—namely, Division A, for pupils attending our public schools, and Division B, for ex-pupils. Under the former division were included such subjects as drawing, writing, science (natural-history collections), and literature (essays). This section brought forth such a host of competitors, who sent in so much work of such a very high standard of excellence that we feel sure the object aimed at was most fully attained. In those sections that included drawing, writing, and science the judges had considerable difficulty in making their awards. We would like to call attention to one of the remarks of Mr. Kingsley in his comprehensive report on the natural-history collections. After expressing himself as much impressed with the number and quality of the exhibits sent in, he says, "It would be of very great service if anything could be done to encourage the formation of a small library in each school of books on the various branches of nature-study." We fully appreciate the great aid of such libraries of reference, and it is with pleasure that we are able to state that this idea has been anticipated in some of our schools, where a good beginning has already been made in the direction indicated. In Division B (open to ex-pupils), a rather limited number came forward. Nevertheless, we feel confident that the scheme must tend to much educational good throughout the district, and from the efforts we have had under review in Division A we hope to find many evidences of such benefit when visiting the schools during the current year.

EXHIBITION OF WORK.—For some considerable time we have had in view the holding of an exhibition of handwork, including writing and drawing, from the various schools under our charge. The usefulness of such a display has very often been brought home to us by the comparative disadvantages under which many of our teachers in the more remote parts of the district have to carry on their labours. Such teachers have few opportunities of seeing any work but that of their own schools, and have not the advantage of ready contact with new ideas and progressive methods of working. To obviate this disability in some small degree, we have been in the habit of taking round with us specimens of work in drawing, writing, and sewing; but, unfortunately, our time in the very class of school we wish to reach is all too short, and the samples necessarily limited in number; hence, besides the advantage referred to, it seemed to us that such a display would be productive of good throughout the whole district. Towards the close of the year we were able to carry out our project, which we did the more readily by working it in conjunction with the scheme of competitions mentioned above. Further, in addition to handwork from the primary schools, a considerable part of the exhibition was devoted to samples illustrative of the work being carried on in the technical schools.

The exhibition was opened in the Nelson Technical School by the Chairman of the Board on the 20th December, seven rooms being required to contain the mass of work forwarded.

The exhibits from the technical schools included samples of drawing, painting, and modelling, which called forth general praise; models of plumbers' work, and specimens of woodwork and wood-carving, all indicating excellent lines of practical instruction; while the dressmaking classes furnished further evidences of the good work being carried on in both technical and school classes. From the primary schools we had a very large number of exhibits in drawing, writing, brushwork, plasticine modelling, and woodwork, and last, but not least, some excellent specimens of the products from the school gardens. Although some schools were unable to send forward any exhibit, we still had a most representative collection, as many of our remotest schools had some branch of work on view. In every sense the exhibition must be regarded as a complete success, much of the work displayed reflecting the greatest credit on teachers and pupils. We have to heartily thank the teachers of the district generally for their splendid response to our appeal for exhibits. We also feel deeply grateful to the Board for their co-operation and their support to the movement.

At the instance of the Principal of the Wellington Training College, a short winter course of study was held at the College, the object of which was to extend to teachers in small schools, who have had little opportunity for any training, some of the benefits of modern treatment of certain branches of school work. Needless to say, teachers were delighted with the opportunity, and those who were privileged to attend seemed highly interested in the course of work undertaken. We trust that by a continuance of this system many of our teachers will enjoy a similar advantage in the future.

By the passing of "The Education Act Amendment Act, 1907," several important changes have been introduced, the chief of which we here call attention to. We note that our educational district will now be entitled to two Junior National Scholarships, at least one of which must be awarded to one of the candidates from schools having not more than forty children in yearly average attendance, should there be a qualified candidate from such schools; while the standard of examination has been raised to subjects prescribed for Standard VI, and the age of a candidate must be not more than fourteen years on the first of the month in which the examination is held. Considerable change, too, has been made in the conditions on which Senior National Scholarships are awarded. Instead of a certain number being allotted to each university district, they are now to be open to the Dominion generally. Again, no further Queen's Scholarships are to be awarded. In regard to continuation classes, we are pleased to find that provision has been made for allowing these classes to be held at any hour on Saturdays. A clause that should urge all uncertificated teachers to become fully qualified provides for a deduction of 5 per cent. from the salary of those teachers who hold only temporary certificates or licenses. Lastly, the attainment by any teacher of the age of sixty-five years becomes a reasonable cause for determination of engagement by the Board.

We have been well satisfied with the order, discipline, and tone of our schools, and the fact that in our opinion ninety of the 108 examined proved efficient should, in spite of our criticisms of certain details and the faults we have pointed out for correction, convince the Board that it has every reason to be satisfied with the general conduct of its schools, especially as wherever we have had to assess the quality of the work done the same high standard of excellence as in former years has been demanded.

We have, &c.

G. A. Harkness, M.A.,
A. Crawford, B.A., } Inspectors.

The Chairman, Education Board, Nelson.

GREY.

Sir,— Education Office, Greymouth, 31st March, 1908.

I have the honour to present a general report on the schools of the district for the year 1907.

Since the 1st June thirty-six inspection visits have been made, besides a number of special visits in connection with new schools and other matters. Thirty-two public and three private schools have been examined, together with the Greymouth District High School, regarding which a special report has already been submitted to you. One hundred and thirty-one pupils presented themselves as candidates for proficiency certificates, and 55 per cent. of these were successful. These figures do not include the Catholic schools, one of which—the Grey Convent School—achieved a measure of success in this direction which is certainly deserving of special mention. Every Standard VI pupil in this school gained a proficiency certificate, and none obtained less than 80 per cent. of the possible aggregate of marks.

During my examination of the schools epidemics of measles and influenza were prevalent in the district. Many children were absent from examination owing to this cause, and in some cases teachers and children were present who ought to have been in bed. In connection with this matter of sickness I have to point out that there has been an unprecedented number of teachers absent this year on sick-leave. This fact has a very important financial aspect; and if the applications for sick-leave are as numerous in the coming year as they have been in the year just closed it will probably be necessary for the Board to revise their regulations on the subject.

In estimating the quality of the work done in the compulsory subjects in the public schools, 1 school has been classified as excellent, 19 as good, 2 as satisfactory, 9 as fair, and 1 as inferior. In the additional subjects, 19 schools are classified as good, 1 as satisfactory, 10 as fair, and 2 as inferior. In respect to general efficiency 20 are classified as good, 5 as satisfactory, and 7 as fair.

The following is a summary of the examination statistics of the public schools for the year:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Standard VII	16	16	14	3
" VI	135	131	13	11
" V	145	136	12	11
" IV	175	169	11	8
" III	190	180	11	3
" II	185	182	9	8
" I	187	180	9	0
Preparatory	692	564	7	0
Totals	1,725	1,558	11	2*

* Mean of average age.

These figures show an increase over last year on the number of children on the roll, but they show also a greater proportion of absentees from examination. This is accounted for by the fact—already adverted to—that epidemics of influenza and measles prevailed during the period of examination, a hundred young children being absent in one school alone from this cause.

On the whole the schools of the district, in spite of many drawbacks, have maintained a very satisfactory level of efficiency during the year, and the various subjects of the syllabus have been treated with intelligence, thoroughness, and skill. The most notable exception to this statement occurs in connection with the subject of composition. In most of the schools—and especially in the larger ones—the essays were well done; but the tests in analysis and synthesis of sentences were altogether too much for the majority of the Standard VII pupils. The ingenuity and ability displayed by some of them in combining sentences so as to form sense of some sort, while they did not so much as understand the instructions given them, were to me a striking proof of the native intelligence of the young Dominionite. The sentences so framed, however, did not comply with the conditions imposed in the question, the failure arising from the lack of a good broad foundation knowledge of analysis and grammar. While it is doubtless true that the excessive attention given in former days to the niceties of English grammar was to a very large extent a waste of time, a knowledge of the chief rules of syntax and of sufficient grammar to be able to understand and apply these rules is still absolutely essential to the intelligent and successful teaching of composition.

Weakness in arithmetic was answerable for a majority of the failures in Standard VI, this weakness being due to the fact that teachers have concentrated their attention exclusively on method and have ignored the fact that accuracy also is a matter of prime importance. Although marks were in all cases allowed for correct methods of working, it seems to me that there never was a time when accuracy in arithmetic was so desirable and necessary as at the present day. In the merchant's office or in the various departments of the Civil Service it is accuracy that is demanded, and inaccurate work is worse than useless. Sixth Standard pupils a quarter of a century ago would have laughed at the present Sixth Standard tests.

Reading is good in only a few schools, the fact being that in most cases this important subject is now being robbed of its fair share of attention and time. The necessary result of this neglect is slovenly, slipshod reading, with an almost entire absence of fluency and intelligent expression. A habit of dropping the aspirate in such words as "why," "when," "where," &c., is also becoming disagreeably prevalent. It should only be necessary to draw attention to this blemish to insure its being speedily eradicated.

The teachers' Saturday drawing class has had the effect of greatly improving the drawing in many schools. The correlation of free-arm drawing and brushwork with nature-study has acted and reacted most beneficially, giving an added interest to each of these subjects.

Physical drill is taken in all schools, and the movements are in most cases executed with ready confidence and precision. These exercises are most popular with the pupils when performed to music, and I was pleased to see that some schools had adopted the practice of marching in to music. This has much to commend it. In some schools children are taught to walk in on their toes when entering or passing through the rooms of the school. In my judgment this is both unnecessary and undesirable. A child can walk softly and yet in a graceful and natural manner; but to train a child from the infant gallery to the Sixth Standard to walk in this crouching, hobbling, unnatural manner cannot be conducive to a manly bearing or to an easy and elegant gait in walking.

Agriculture and cottage gardening have been taken up by nine schools; and Mr. Bruce, the Instructor of Agriculture, has given a series of interesting and instructive lectures to teachers on this subject. These lectures were well attended, and were in a marked degree helpful to teachers—not only in agriculture, but in nature-study generally. Teachers' classes in free-arm drawing, brush painting, and in cookery were also held during the year. Carton-work and paper-folding were taken by several schools, and cookery was taken by nearly every school in the district. The children from some of these schools have to travel some thirty miles by rail and lose a whole day in order to obtain a two-hours cookery lesson. Important as the subject is, in these cases it is costing the children too dear, and the schools which, labouring under this disadvantage in respect to distance, continue indefinitely to devote a whole day a week to this subject must necessarily suffer in their general school-work. A woodwork class is held in connection with the Greymouth District High School, and a special class in wood-carving was also arranged this year. Altogether quite as much technical work has been done during the year as the circumstances of the district render advisable.

Speaking generally, the teachers of this district have worked excellently and conscientiously throughout a particularly trying year, and they are deserving of every credit. Where failure has occurred it has been in almost every case owing to circumstances beyond the teacher's control. In some instances the introduction of the new syllabus and the noise and fuss made about the necessity for new methods have had rather a bewildering and distracting effect upon the teachers—especially upon those who are young and inexperienced. Amidst the temporary and perhaps inevitable dislocation and confusion incidental to the transition from the old methods and syllabus to the new, I would ask teachers to remember that to store the mind with knowledge still remains one of the aims of education and that a Standard VI proficiency certificate is intended to represent not only that a pupil's faculties have been developed and quickened to a certain degree, but also that he is the possessor of a more or less definite amount of actual, positive, accurate information on the subjects in which he has been taught.

The school buildings generally are in fair repair, though painting is in many cases badly needed. As to the school grounds, their condition throughout the district is such as to leave abundant room for improvement. Not one of them can be said to make even a remote approach to being "a thing of beauty," and most of them are supremely ugly. Now that cottage gardening has been introduced in this district it is not too much to expect that some little attempt should be made in the direction of beautifying our school surroundings. A more enthusiastic observation of Arbor Day and a little regular systematic attention would work wonders, and would very soon remove from our school surroundings that dreary air of unrelieved ugliness which now hangs over them.

I have, &c.,

E. A. Scott, Inspector.

The Chairman, Education Board, Grey.

WESTLAND.

Sir,—

Education Board Office, Hokitika, 14th February, 1908.

I have the honour to present a report for the year 1907 on the work of the schools of the district. The tables accompanying the report present information relating to the numbers and results in connection with the examination of thirty-five public and five Catholic schools.

The following table is a summary of the numbers and average age of the various standard classes. It may be added that the number of pupils in the preparatory classes over eight years of age is sixty-seven, and that seventeen pupils in standards were placed in a lower standard in arithmetic and one in a higher class.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Standard VII	45	42	15	5
" VI	75	75	13	11
" V	70	67	12	7
" IV	102	96	12	1
" III	104	101	11	2
" II	124	122	10	1
" I	104	102	9	4
Preparatory	398	373	6	9
Totals	1,022	978	11	5*

* Mean of average age.

An annual visit was made to each of the schools, and, apart from those of South Westland, each school received at least one inspection visit. Owing to changes of teachers and other special causes it was found expedient to visit several schools more frequently. The teachers of all the smaller schools were, moreover, required to forward, at regular intervals for inspection, specimens of the pupils' work in the form of exercises worked in connection with periodical or special tests. The opportunity for criticism and advice thus furnished was found of great benefit to the teachers, especially to those with limited experience.

During the year ten schools have been open on 420 or more half-days, and seventeen others on at least 400 half-days. Sixteen schools that were in operation from the beginning of the year report a school year of less than 400 half-days. While in a few cases the reduction in the number is due to special causes, there is still need, as in previous years, to draw attention to the failure to maintain the school year required by the regulations, which have been framed to allow time to prepare the course of instruction without undue strain.

In this district, instruction beyond the requirements of the Sixth Standard is confined almost solely to that given to the secondary class of the Hokitika District High School. Only eight other pupils that had previously obtained proficiency certificates were on the rolls of the schools at the time of the annual examination. Of these, six satisfied the extra requirements of the Seventh Standard by the inclusion in the course of advanced English and arithmetic and such subjects as algebra, shorthand, book-keeping, French, and Latin.

In the secondary class instruction has been given to forty-seven pupils, of whom twenty-six were from parts of the district outside of Hokitika. The course extends as far as the requirements of the Junior Civil Servce and Matriculation Examinations. At the end of the year seven students were successful in one or both of these examinations. As practically in every case the term of study of the pupils of the class does not extend beyond three years, experience proves that to occupy a good position in connection with either of the examinations mentioned students require, on entry to the class, to have passed the final test of the primary course with some degree of credit, and it is important to note that, as the time devoted to secondary education in district high schools is short, the work of the teachers is too exacting to allow of much special attention to pupils that join late in the year or that fail to maintain regular attendance.

Another feature worthy of comment is the extent to which the work of the secondary class is overshadowed by the preparation for examinations. The Junior Civil Service is required by scholarship-holders, by candidates for positions as pupil-teachers or teachers of small schools, and by those entering various trades, professions, and the Civil Service. The result is that the first object of a large majority of the students is to pass this examination. For similar reasons the Matriculation Examination is the chief aim to a number of the pupils. Owing to the limitation in the time, the efforts of the teachers and scholars is concentrated on the courses prescribed, and subjects are selected according to their examination value. Practical science and technical subjects, especially, have to occupy a very subordinate position, and for this there seems to be no remedy. The limitation in both time and staffs forbids a wider treatment of the secondary course.

The pupils presented for certificates in the Sixth Standard numbered seventy-five. Of these, forty-eight were granted proficiency certificates and ten received competency certificates. The number of failures has increased from seven in the previous year to seventeen. This apparent reduction in the efficiency of the instruction is due largely to the number of changes of teachers in schools in charge of sole teachers. In view of the proposal to hold all examinations of the pupils of the Sixth Standard throughout the Dominion at the end of the calendar year and the institution of this arrangement in some districts, it may be mentioned that of the seventy-five pupils of this class, seven on the roll of the schools of South Westland were examined in February or March, thirty-four were in the schools examined within one month of the close of the year, and thirty-four others were in schools where the annual visit was made within three months of the same date. No expression of a desire for an alteration of the present system has been made. Teachers find an interval between the examination and the end of the year advantageous in preparing pupils for scholarships and in revising the work of those joining the secondary class at the beginning of the following year. It is understood, moreover, that any pupil failing to secure a certificate earlier in the year is at liberty to present himself again during the examination of any school in December. The need for a change in this district is, therefore, not very evident.

The classification of the remaining divisions of the primary schools has, in general, been carried out by the teachers with judgment and with concern for the future progress of the classes. In the smaller schools the Inspector naturally takes a larger share in the classification, which in all schools is based partly on the results of tests made periodically during the year. In this district it is not found so necessary to insist on elaborate schemes of work previously prepared, but a complete record is required of the work done during each term, and of the results of each periodical test. The chief difficulty in this connection is to secure a careful adherence to the requirements of the syllabus. On the one hand the use of certain text-books leads to the attempt to deal with matter not included in the prescribed course, and on the other too much regard for the scope of the examination-cards leads to the neglect of important branches of the various subjects. The number of questions in both the English and arithmetic cards set by the Education Department are too few. Consequently there is not room on any one card, especially in connection with the higher standards, to provide an adequate test of a year's work. This defect, with certain frequent omissions, leads inexperienced teachers to form an inaccurate interpretation of the requirements of the course of instruction. It has been necessary to impress upon them the fact that it is not text-books or examination-cards, but the prescribed course that must be the guide in selecting the subject-matter of the instruction.

Apart from the derangement of the work of a few schools, due to changes of teachers, the standard of efficiency is quite equal to that of previous years. As in a small district ample opportunity exists for an intimate and regular acquaintance with the condition of the schools and for advice to the teachers on details of school work, it is not necessary to use this report for the purpose of inculcating, in connection with individual subjects, a knowledge of principles or methods of teaching. Attention is directed therefore to matters of more general interest.

One of these is suggested by a previous reference to text-books. For a considerable number of years all school-books used in the primary classes, with the exception of one prescribed series of readers and the arithmetic books, have been supplied by the Board for use in school only. The exceptions are due to the use of the books mentioned in the preparation of home lessons. There has therefore existed in this district a considerable degree of uniformity. The only complaint that has reached the point of expression is from parents removing from one district to another. These demur to the purchase of new sets of school-books. As this question has recently been raised officially, the suggestion is offered that if the selection of text-books is carefully made, uniformity can have little effect on the training of the pupils. It is true that teachers at times complain of the necessity for teaching year after year from the same text-books, but this is unavoidable, as, even if teachers select the books, the objection of parents prevents frequent changes. It follows that, if uniformity is advisable in one district, there can be no objection to uniformity throughout the Dominion, and this would remove all ground of complaint where families remove from one district to another. From the point of view of the total cost to the people of the Dominion, great advantage would result from the provision by the Government of all text-books used in the primary schools. The experience in this district is that books used only in school last for several years, and if, at suitable periods, the series were changed, there would be sufficient opportunity to take advantage of improvements and to afford variety.

Frequent reference has been made in previous reports to the importance of the cultivation in the pupils of powers of observation and ability to describe the result of the exercise of perceptive faculties. Unfortunately, the reason for this insistence is still too common, and the opportunity is taken to emphasize another aspect of the same principle. A correct guide as to the value of the methods adopted in a school is the extent of the voluntary interest displayed by the pupils. When the instruction follows educative lines, the pupils' alacrity and enthusiasm are readily recognised. In the physical exercises this brightness and interest are essential, and ought to be accompanied by voluntary effort to serve their purpose. "So long as exercise gives us pleasure and exhilaration it is doing us good. When we cease to enjoy it, it is either neutral or harmful physically." Further, mental exercises should be accompanied by the same brightness and interest. To secure this, good methods—less routine, more variety—are essential. Every device should be used to render more vivid the mental images suggested by the objects of study. Even inexperienced teachers are known to achieve success in this direction to such an extent that there is an absence of a great contrast in the mental attitude of children on entering and on leaving the schoolroom.

The examination of the Catholic schools indicates laudable efficiency in some schools at least, and fair or satisfactory results in all. In accordance with the provisions of the Act passed during the year, the inspection of these and other private schools that have applied for it will require to be carried out fully in accordance with the regulations applying to public schools.

I have, &c.,
A. J. Morton, B.A., Inspector.

The Chairman, Education Board, Westland.

NORTH CANTERBURY.

Sir,— Education Office, Christchurch, 23rd January, 1908.

We have the honour to present our general report on the schools of the district for the year 1907.

The round of inspection and examination of elementary public schools has again been fully accomplished, the instruction given in secondary classes in the nine district high schools has been subjected to careful inquiry and searching tests, and some 1,300 children belonging to fourteen private schools have also been examined. In our annual (or examination) reports on the several schools we have followed the long-established and very desirable practice obtaining in this district. Not only have the tabular forms furnished by the Department for such reports been duly filled, the information these contain has been supplemented by a separate report from the Inspector conveying, in the form of "General Remarks," his impressions with regard to the efficiency of each school, and offering such suggestions as might be deemed likely to benefit either teacher or pupils. To us personally it is becoming evident that in carrying out these duties the margin of spare time for recreation and for recognition of social claims has practically vanished, and that opportunities for general reading and for keeping abreast of modern movements in the field of education are by no means abundant.

The number of schools in operation remains practically unaltered, but we regard with some concern a slight decrease in the enrolment at the dates of examination. The number actually present at the date of the annual visit was found to be nearly 1,300 below that recorded for 1906; the unusual prevalence of epidemcs may, however, account for most of the difference here noted. In our last annual report reference was made to the diminished attendance in a large number of rural schools, particularly in localities where settlement has been fairly close for more than a quarter of a century. During the past year a similar decline has been noted in several of the larger city schools. Business premises and factory buildings continue to encroach upon residential areas, and facilities for locomotion encourage city workers, more than in the past, to seek the pleasures and advantages of suburban residence. The growth of population in suburban centres has naturally led to the establishment of new schools, the opening of which has materially affected the attendance in city quarters. To a considerable extent it has, unfortunately, been necessary to duplicate school accommodation; and, however much we may regret the necessity, no other solution of the problem has yet been suggested. Meanwhile our sympathies are extended to those faithful workers who find that prolonged service has only brought more scanty rewards, and we express our hope that success may attend the efforts put forth to place teachers in a position less exposed to the anxieties attendant upon a fluctuating, and too often a diminishing, income. These considerations suggest another topic on which we venture to base another claim. There is too often a dearth of ordinary conveniences in connection with teachers' dwellings, few of which will bear comparison as to equipment with the workers' homes now being provided by the State. Recognising as we do the extent to which the senior, and indeed all pupils of a school, may profit by being brought in daily contact with evidences of care, neatness, cleanliness, regard for sanitation, and all the influences for good that emanate from a well-kept and well-ordered household, we feel that public funds will not be wasted if masters' wives receive assistance and encouragement in making their abodes, as far as may be, models of efficient "home rule" and domestic comfort.

In the routine of duties connected with our official visits to the schools no new departures were made during the past year. We feel, indeed, more strongly than ever that it would be unsafe to abandon to any greater extent than at present the examination test as a reliable index to the efficiency of a school. In those cases (and their number is not despicable) where it would be safest to minimise the application of the test, teachers themselves, and, we believe, a goodly majority of the pupils concerned still welcome the so-called ordeal, and are truly gratified by such opportunities as are afforded them to show that their year's labour has been directed to profitable ends. Ardent exponents of new ideas may pity those unfortunates who have been trained to "dance in chains" and who still cherish their bondage, but there is surely something to say on the other side. A practice which induces both teacher and taught to take a just pride in the work they undertake, to put the best there is in them to the performance of their task, and cheerfully to present the product, whether for favourable comment or for honest censure, does not stand utterly discredited in man's eyes, and we humbly hope is not entirely unacceptable in the sight of the Great Overseer.

In connection with the annual visit we have continued the practice of conferring with head teachers upon their proposals for the advancement of pupils in classes below Standard VI, and we are convinced that such conferences have had a salutary effect in checking to a very considerable extent the vicious policy of awarding undeserved promotion. This contention is supported by the results attendant upon the examination of Standard VI—in which, during the last year, 1,389 candidates presented themselves. Of these, 849 gained the "proficiency" certificate, 346 gained the guarantee of "competency," and only 194 failed to obtain any certificate. The figures quoted afford, in our opinion, satisfactory evidence on points of some importance. They show (speaking in round numbers) that more than fourteen pupils out of every two hundred enrolled, or, in other words, over 7 per cent. of the total attendance, remain to face the final test of examination in Standard VI. Naturally we would prefer seeing a much larger proportion. Again resorting to round numbers they show that seventeen out of every twenty-eight candidates examined in Standard VI succeeded in winning the proficiency certificate, that one out of every four was deemed worthy of a "competency," and that the failures did not appreciably exceed one-seventh of the total number entering the lists. To those who can spare time for an interval of calm reflection these facts convey some interesting material. They show that the prosperity enjoyed by the country at large for the last few years has brought a merely nominal increase in the number of children permitted to remain at school for the completion of a year in Standard VI. This fact is more than regrettable. On the brighter side, however, they indicate that sound judgment has generally been exercised in the promotion of children prior to Standard VI stage, and that at this stage their general preparation and training have been as efficient as may reasonably be expected.

We now propose to make brief reference to another matter intimately connected with the subjects under discussion. A year ago, at the general meeting of the New Zealand Educational Institute, and almost immediately afterwards at the triennial conference of Inspectors, resolutions were carried favouring a new departure in the system of standard promotions and also in some details connected with examination of Standard VI. With regard to the former it was agreed that the reopening of schools after Christmas vacation should uniformly be adopted as the time most suitable for the reorganization of classes and for promotion from one standard to another, while with regard to the latter it was also recognised as a natural corollary that the examination of pupils seeking certificates for Standard VI should be held during the last two months of the year. The advantages of the proposals are so obvious that they meet with our full approval, though we clearly see grave difficulties in the way of their practical application. In North Canterbury these difficulties are accentuated in two directions—first by the volume of work to be overtaken by the Inspectors during the year, and next by the geographical distribution of schools over an extremely long and generally a rather narrow strip of country. On these grounds, and in view of the fact that no regulations bearing upon the proposals have yet been issued by the Department, we have hesitated to make any change in our routine, feeling that for most of our teachers the experiences of the last few years have not been altogether lacking in variety. Failing the issue of departmental instructions it is intended, early in the current year, to seek some pronouncement of the Board's views, and to make such changes in our programme as will bring these at once into operation.

It is noted with a good deal of contentment that the number of teachers remaining inexcusably ignorant of existing regulations, and apparently unfamiliar with the spirit pervading not only the new syllabus, but all modern conceptions of the ends of State education, continues to diminish. It is, however, painful to observe the utter mistrust of all change evinced by some workers of the highest character, whose attainments are far beyond the ordinary, and whose personal influence is of the best. They regard with superstitious reverence a system that has had its day, seeming to forget that progress must imply variety and change, that stagnation means death and all that is unwholesome, and that in education as in all other work "beneath the circuit of the sun" neither the beginning nor the end is in our time.

The freedom permitted to teachers by the present syllabus furnished one of the strongest recommendations in its favour. During the past year, however, experience has shown far too often how head teachers have failed to recognise that greater freedom necessarily implies greater responsibilities. Teachers leaving to accept other appointments have time after time failed to furnish for their successors necessary records setting forth the work undertaken for the year, and the portions accomplished prior to their departure. It cannot be too plainly affirmed that we hold such omissions to constitute most serious neglect of plain duty, and to indicate a callous disregard of interests which should have been a teacher's primary care.

In the statistical portions of this report the main features diverge but slightly from those observable in the report for the previous year. The average ages remain practically unaltered, but in calculating these a rising tendency was frequently noticed. The extent, however, was insufficient (except in the case of Standard IV) to make any perceptible difference in the final result. This year the number of children reaching the status of Standard I was slightly greater than in 1906, but we are still convinced that progress to this stage might well be accelerated. A further diminution has taken place in the number of pupils remaining to take up the work of Standard VII, but this does not necessarily imply that the demand for instruction at that stage has materially slackened. The increased attendance at the Girls' High School and the establishment of continuation classes at the Technical College are factors which probably account for the whole of the decline just noted.

SUMMARY OF RESULTS FOR THE WHOLE DISTRICT.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Standard VII	336	299	14	9
" VI	1,451	1,389	13	9
" V	1,929	1,826	13	0
" IV	2,317	2,197	12	2
" III	2,415	2,269	11	1
" II	2,284	2,144	10	1
" I	2,311	2,099	9	0
Preparatory	6,411	5,096	7	0
Totals	19,454	17,319	11	4*

* Mean of average age.

In the succeeding paragraphs we propose, in accordance with Regulation 12, to discuss as regards quantity and quality the work accomplished in the prescribed subjects of instruction.

READING.—There are but few schools in which the treatment of this subject fails to reach the plane of satisfactory efficiency, and in a goodly number it has strong claims to unqualified commendation. Naturally there are instances, more than a few, where expression might be improved and where those pleasing modulations which lend charm to the rendering of a cultured student are practically unknown; but, in only a few do the pupils of upper standards fail to read with satisfactory fluency and with very fair intelligence passages previously unseen. In the lower classes "sight" tests are not always negotiated so successfully. If, however, some allowance is made in consideration of the lack of prolonged practice this admission need not occasion acute distress.

In the more general establishment of school libraries and in every effort made to provide variety and abundance of reading-material we hail with pleasure the acceptance of a policy long advocated in annual reports on the schools of North Canterbury. But, "lest one good custom should corrupt the world" we would remind those most concerned to be on their guard against a tendency to scamper through volume after volume in a frantic and vain attempt to swell the list of books allegedly "read." The practice of reading with eyes and fingers only is none too rare, and more harm than good may arise from its pursuit. The reading habit was never so prevalent as it has now become, and, while conceding the truth of the maxim that in these days "the man who does not read is lost," we feel that the plight of the man who knows not how to read and what to read is no less perilous. Accepting the risk of wearisome repetition we again plead for variety of reading-matter. Granting that the demand for useful information and for knowledge bearing directly upon the practical pursuits of every-day life ought not to fall upon deaf ears, we yet remember that "man does not live by bread alone," and we feel that heart-culture is the basis of true culture. An essayist has said that there are two worlds, the world that we can measure with rule and line, and the world that we can feel with our hearts and imaginations. To be sensible of the truth of only one of these is to know truth but by halves.

In a considerable number of schools comprehension of the reading lesson and of the pieces selected for recitation is a disappointing feature. Where pupils fail in making at least an intelligent attempt to convey in their own words some interpretation of the thoughts embodied in the passages dealt with it is felt that the main object of these lessons has not been realised. The whole programme of instruction provides no better opportunities than these to bring the minds and tastes of teachers and taught into mutual play, and to promote the culture just referred to. As a side issue it is needless to say that the teaching of composition will be materially aided if pupils are brought to recognise and appreciate beauty of thought and the happy choice of words which enhances its charm.

SPELLING.—Regarding this topic we repeat the opinion expressed in last year's report that so far as orthography is concerned the subject is very well taught. We would, however, welcome fuller evidence of familiarity with the force of prefixes and affixes, and a more general display of facility in their practical application.

WRITING.—In most schools this subject receives due attention, penmanship in the highest standards having reached a stage quite suited to the purposes of ordinary life, and sufficiently advanced to permit of rapid development into a style which will meet the requirements of a business career. In several schools this branch shows surprising excellence, but there are yet more than a few where the correct method of holding the pen is not duly observed, and where grotesque or harmful attitudes at the desk are still tolerated. A mistake is rather frequently made in permitting beginners to hold their pencils after a fashion which ought to be abandoned when they come to hold a pen. Why not begin at the beginning and avoid the humiliation involved in asking children to unlearn habits which school life has done its best to confirm?

COMPOSITION.—During recent years gratifying progress and improvement have been made in this subject. In a majority of schools its treatment is systematic and sound, the essays submitted being marked by evident appreciation of literary form and by considerable originality of thought. Where, however, the barrenness of the efforts put forth is most painfully noticeable we are inclined to ascribe the poverty of the results to two causes—first the absence of definite aim in the teacher's method, and next the pupil's lack of interest in the topics selected. As a starting-point from which a systematic method may be naturally evolved we would suggest the "conversation," the picture talk, the well-told story, and the simple but clear and intelligent expression of the chief features of the reading lesson. With these we may pave the way to the more advanced stage in which the pupils make their first efforts in written composition. With the preliminary training referred to, children will bring to this task minds "possessed of ideas to express," and will approach their work with eager confidence. The intelligent exercise of memory may be brought into play in recalling the incidents of some previous talk, the mental pictures then formed may be retouched in the written exercises, imagination may be allowed to work, and the pupils may venture to be original by adding some little ideas of their own.

In following out such a scheme correct writing and spelling of every-day words should receive attention. The selection, the preparation, and the presentment of the subject should aim at awakening the pupils' interest, and the pupils must have in their own minds definite ideas arising from their own observation and inquiry, from lessons they have read, from stories they have heard, or from suggestive questions put by the teacher. With progress in age and intelligence, originality should be cultivated and encouraged. They should be led to plan out their essays for themselves, and to expect kindly criticism from their teachers and classmates. The use of slipshod English and colloquial vulgarisms in oral answering should be prohibited, and every opportunity should be taken for the reading and study of literary gems.

ARITHMETIC.—The proficiency secured in arithmetic remains almost unaltered. Some improvement is found in Standard I and in the preparatory stages, as teachers come to a better understanding with regard to the preliminary work required. In Standards II and IV the subject holds its own; in Standard V the output is again disappointing; but in Standard VI the pupils as a body present work ranging from satisfactory to good. We are inclined to think that in any revision of the syllabus the distribution of the work might be improved, but meanwhile we urge the importance of dealing with principles more than with "rules" or formulæ. Experience again leads us to re-affirm our belief in the efficacy of abundant "mental" practice.

GEOGRAPHY.—Good progress is being made in the more modern treatment of this subject, and in most schools a considerable amount of useful work has been accomplished. The old-fashioned wordmongering system has practically disappeared, the existing experience of the pupil is drawn upon more freely in lessons given, it is becoming more fully recognised that the child's ideas of other rivers and mountains must be evolved from his knowledge of the stream in which he "paddles" and the hills which provide its waters and control its course. Where opportunities for outdoor observation are not readily at hand the sand-tray and the model in the playground furnish illustrative material of considerable value; and we hope to see more general recourse to the use of rough diagrams done in coloured chalks on brown paper, by means of which some teachers lend a good deal of realism to their explanations of remote and unfamiliar phenomena. In not a few cases it is found that, both in Course A and Course B geography, teachers have hampered themselves with programmes too comprehensive for one year's treatment. In the former course especially it is well to remember that the mode of dealing with the subject is all-important.

DRAWING.—The work presented under this heading varies, as in the previous year, from good to moderate. In the lower classes we would gladly see the practice of drawing small patterns less prevalent, but in the higher we note with pleasure that attempts to co-ordinate drawing with other subjects of instruction are becoming more general.

HISTORY AND CIVIC INSTRUCTION.—The provision made for dealing with these subjects is as liberal as can be expected, and in many schools a goodly proportion of pupils have derived substantial profit from the lessons given.

NATURE-STUDY AND ELEMENTARY SCIENCE.—These subjects in a special degree lend themselves to variety both of choice and treatment. In a large number of schools the topics are well chosen, and, handled as they are in a style which shows true appreciation of the purpose of science-teaching, they yield very satisfactory results. The pupils take an active part in unfolding courses of instruction, they watch with interest the experiments that are carried out, and are eager observers of phenomena on which definite conclusions may be based. Training of such a nature is of high value and is worthy of all encouragement. In some cases, however, teachers are unduly anxious to store the minds of children with mere statements of fact, and in these the real objects of a training in science are quite overlooked. Occasionally some overlapping of programmes was noticed, a higher class taking a course practically identical with that prescribed for a lower. With the proposal to combine more closely the teaching of science and physiography in city and suburban schools where the senior pupils take up some form of manual training we quite concur, the two subjects having a mutual reaction and a natural affinity. In certain district high schools we regret to find that lack of apparatus and other suitable provision bars the way to any efficient work, but we learn with pleasure that the largest of these departments, that at Christchurch West, has practically secured an equipment worthy of the institution and the reputation it enjoys.

HEALTH AND PHYSICAL TRAINING.—These are matters closely related, and both receive a commendable share of attention. Indeed, it is not unusual to find that in the former subject the scope of the work presented for one year would have furnished a very complete programme for two.

GENERAL.—Of the cadet movement, of its direct influence upon the members of the various corps and its indirect influence upon the discipline and tone of the larger schools, we can speak only in terms of admiration. The interest the boys display in every detail of duty and the spirit of self-sacrifice which leads the masters concerned to forfeit many an hour of well-earned leisure are worthy of all praise. At the November gathering of the North Canterbury Public Schools' Amateur Athletic Association the large attendance of spectators showed how strongly its objects appeal to public sympathies, while the organizing capacity displayed in the compilation of the programme and its smooth working was specially noteworthy. To the lady teachers whose efforts again contributed largely to the attractions and the success of the day's proceedings special thanks are justly due. As observers whose interests are not wholly submerged in the mustier details of everyday routine we are led to hope that, with the passing of the years, our schools may still send forth to meet life's battles young people whose bodies are hardened by the games they have played, who are imbued with some sense of their responsibility as future citizens, who have learned to use their talents to the best of their ability, whose self-control and experience of discipline have taught them that obedience is the way to command, and that duty is better than pleasure.

The district is fortunate in possessing a large body of teachers who fully realise the grave importance and the far-reaching influences of their work. Their calling is a true Crusade—the eternal Crusade against ignorance, and among them are found not a few who resolutely tread the thorny path of duty for duty's sake, who in modest self-effacement and in eloquent silence approve themselves worthy of the cause they have espoused.

We have, &c.,
THOS. RITCHIE, B.A.,
T. S. FOSTER, M.A., } Inspectors.
E. K. MULGAN, M.A.,

The Chairman, Education Board, North Canterbury.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 24th March, 1908.

We have the honour to present our annual report for the year 1907.

At the close of the year there were seventy-six schools in operation. In addition to the public schools we examined the five Roman Catholic schools of the district. Reports on the secondary departments of the district high schools are printed in a separate paper.

The following table shows the number of pupils on the roll, the number present at the annual visit, and the average age of each class:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	154	126	15 1
" VI	418	403	13 8
" V	527	494	12 11
" IV	621	574	12 0
" III	637	607	11 0
" II	618	587	9 11
" I	616	581	8 10
Preparatory	1,604	1,408	7 0
Totals	5,195	4,780	11 4*

* Mean of average age.

The figures in this table show for the year an increase of forty-six in the roll-number. A decrease of fifty in the number present at the annual visit is accounted for by an outbreak of influenza which for several months affected the attendance of almost every school in the district.

Early in the year, after receiving the Board's sanction for the change, we gave intimation to the teachers that we proposed to examine candidates for certificates of proficiency and for Standard VI certificates of competency, not at their own schools at the time of our annual visit as formerly, but at convenient centres, at each of which the pupils from a group of adjacent schools could be assembled. These central examinations commenced on the 25th November, and so far as the attendance of the pupils was concerned were completed on the 2nd December. The certificates obtained were issued to the successful candidates before the closing of the schools for the Christmas holidays. In order to bring the work to be done by each candidate within the compass of an ordinary school day, ten days previous to the commencement of the central examinations we sent out to every school that had candidates freehand drawing exercises to be copied by the pupils and returned to the Education Office. The teacher attached his certificate that the drawings were done in the specified time and that they were completed by the pupil without aid and without previous trial of the exercise. Each pupil was required to bring for our inspection at the central examination the drawing-books used during the year, showing the amount and quality of the drawing other than freehand that had been overtaken. With the subject of drawing thus disposed of, the pupils were able without pressure to do their English and arithmetic papers in the forenoon and their geography and dictation in the afternoon of the same day, the reading and recitation of each pupil being taken during the progress of the written work, but not in the presence of the other candidates. On coming forward to read, each candidate presented his drawing-books for inspection, and the marks assigned were taken into account when we afterwards came to assess the value of his freehand exercise. The examinations, conducted in this way for the first time, were carried through with the utmost smoothness, and we have to thank teachers, parents, and the local newspapers for their co-operation and support.

We received applications for examination from 365 candidates, of whom only five were absent. Of the 360 that presented themselves, 180 obtained certificates of proficiency, 113 satisfied the requirements for Standard VI certificates of competency, and 67 failed. At eight small schools that were at an inconvenient distance from any of the selected centres or to which our annual visit was paid within a few days of the date of the central examinations, we examined the Sixth Standard pupils as in former years. These schools had 13 pupils in Standard VI, of whom 1 was absent, 2 gained certificates of proficiency and 6 certificates of competency, and 4 failed. The total number of certificates of proficiency gained was 182, and of competency 119—that is, about 49 per cent. of the 372 pupils examined gained the higher qualification and 32 per cent. the lower.

Our classification of the schools according to the degree of satisfaction with which they are fulfilling their proper functions is as follows: Good to very good, 28 schools, with 3,561 pupils; satisfactory, 25 schools, with 989 pupils; fair, 18 schools, with 534 pupils; moderate, 5 schools, with 111 pupils. Of a total of 76 schools examined, 53, with 4,550 pupils, are in a satisfactory condition, the remaining 23 schools, with 645 pupils, ranking below satisfactory. The corresponding figures last year were 54 schools, with 4,582 pupils, and 22 schools, with 567 pupils. With two exceptions the schools that failed to reach the satisfactory stage are single-handed schools. This is the class of school in which we have very frequent changes of teachers, and for which when a vacancy occurs the Board has the greatest difficulty in finding suitable applicants. For recent appointments we are pleased to note that a better class of candidate has been offering. Young men and women who served in our schools as pupil-teachers are returning to the district after spending two years at a training college and are now seeking employment. With their special training and equipment they should be able to render valuable service, and we hope the small schools that have had to put up for too long a time with the untrained and uncertificated may receive a share of this service.

In passing under review the kind of work done in the most important subjects of the syllabus we have first to deal with reading. With regard to the reading of those we examined for Sixth Standard certificates we are pleased to report that it was on the whole very satisfactory. The pupils in general read with fluency and ease, and a good many, with clear insight and keen appreciation of the author's meaning, revealed qualities of tone and expression that made it a real pleasure to listen to them. If the larger schools are excepted, this estimate of the reading does not hold good to anything like the same extent in the middle and lower standards. In these we frequently find the pupils reading in a most laboured fashion, without enjoyment to themselves and with positive pain to the listeners. Apparently some teachers think the remedy for this is to keep the pupils pounding away at the same lessons till they are word-perfect in them and blind to everything else. Since a cure has not been effected in this way in spite of all the energy that has been expended to make it a success, surely some other plan might be adopted, one which some of our teachers, though at first doubting the expediency of the experiment, have tried and are now entirely satisfied with. They give the children much more to read than formerly, not hard stuff nor necessarily instructive stuff, but such tales, simply told and boldly illustrated, as have always been the delight of children. For a few shillings a year every school might have a fine collection for the children to use, not as a distasteful task, but as a pleasant recreation. There is a wide field for selection, as the great publishing-houses vie with one another in putting on the market bright and interesting books suited to pupils from the infant classes right up through all the standards. The wider reading-course we advocate would do much to clear away many of the difficulties that beset the children in comprehending the language of the prescribed "readers," for it is an every-day experience that the child that reads most gives least trouble to the teacher in this matter.

In most of our schools we have found the spelling and dictation exercises very well done. A falling-away from accuracy in this subject, when the test is confined to one of the reading-books in use, must always reflect on the teacher's discipline and industry.

At one of the meetings of the local institute a lively discussion took place with regard to the merits of the "upright" and the "sloping" styles of handwriting. The paper that gave rise to the discussion was prepared by a teacher of great experience who strongly favoured writing slightly sloping in character, and his views found favour with the majority. One of the minority, who favours the "upright" style, produced at the meeting a bundle of specimens done ten or twelve years ago in the school of the reader of the paper who was then an apostle of the "upright." He was struck, as all were, by their excellence, and frankly confessed that had the same standard of excellence been maintained in his school up to the present, he would not have sought to change. One lesson may be learned from this incident—whatever style may be adopted, if it is to be successful, it must be taught with earnestness and untiringly supervised. The well-kept copybooks and neatness of the written exercises generally in many schools are evidence of such teaching and supervision; but there are still a fair number of schools in which too little importance seems to be attached to the acquirement of excellence in writing. As to the complaints of business men that boys do not write so well as they used to do, it is some comfort to reflect that their predecessors had the same thing to say when the complainants of to-day were the schoolboys of that earlier time.

In many of our schools oral composition in the infant-classes and lower standards is receiving more attention than formerly, and in many instances a gratifying measure of success has been achieved. The improvement is most marked in those schools where the wider reading-course has been adopted and where the lessons in nature-study are outstanding features of the school-work. When we come to consider the work of the upper standards we have reason to be satisfied with the way in which most of our teachers have set themselves to grapple with the difficulty of training their pupils in written composition. As a consequence of the intelligent treatment of the subject we have found improvement especially noticeable in the essay-writing of the Sixth Standard. We would direct the attention of some teachers to a point that has seemingly been overlooked in the preparation of their Sixth Standard pupils—namely, that they are to be trained to write simple business letters. The need of a few special lessons in this branch of the work was apparent in the crude and unintentionally discourteous terms in which such letters were frequently couched.

In the teaching of number very good work is done in the infant-classes, and the results of our tests in Standards I, II, and III are generally very satisfactory. The pupils of Standard IV have not shown to advantage, and those of Standard V make a less satisfactory appearance than those in any of the other standards. In Standard VI 73 per cent. of those examined passed in arithmetic. With one notable exception, where every pupil passed, the large schools fared rather worse than the other schools, the percentage of passes being 69. As we have often pointed out, the country children of the Sixth Standard are generally more rapid workers than the scholars of large classes in town schools, and on the whole they are more accurate. We leave the solution of this state of matters as a problem for town teachers.

In a fair number of schools good work was done in mathematical and physical geography (Course A), the teachers realising that the value of the lessons mainly depended on the extent to which their treatment of the subject was based upon the actual observation of natural phenomena by the children. Many teachers, mainly through lack of training and sometimes for want of knowledge, failed to make use of this method of treatment, and, relying on the contents of some tiny text-book, gave the children only words and bewilderment. In the political geography (Course B) the children made use of Nelson's "The World and its People," and in their reading from this and from the *School Journal* they had opportunities of acquiring some knowledge of notable places in their own and other lands. For use in the schools the Board has purchased five stereoscopes, with a very large number of views of places of interest in the Dominion. We wish it had been fifty instead of five. With such aids to teaching the lesson in geography will surely be a delight.

In dealing with history and civic instruction teachers have mainly depended on the use of history readers, the reading being supplemented by explanation and questions on the subject-matter. We would remind the teacher that it is essential, before a history lesson begins, to have the map displayed, so that the places of interest referred to in the text may be pointed out without loss of time. Had we not frequently noticed the absence of the map during the progress of the lessons, it might be superfluous to suggest its use in this way. For instruction in civics some teachers have found splendid material in "The Citizen Reader" (New Zealand edition), a copy of which every teacher should have.

In the large schools regular courses of lessons in elementary science and nature-study have been satisfactorily carried out. The most interesting lessons have been given in the schools where the children have shared in the cultivation of the school gardens. In about a dozen schools during the past year cottage-gardening has been taken as one of the subjects for which grants are earned under the Manual and Technical Instruction Acts; and it is most gratifying to report how successfully the gardens are managed. Indeed, some of the gardens are worth going a long way to see, and the exhibits from them have been a feature in the annual shows of local horticultural societies. Besides the schools in which cottage-gardening is recognised as a school subject, quite as many others have flower-gardens under the care of the children, among whom the desire that each should have the prettiest plot creates and fosters a friendly rivalry in a most delightful and health-giving hobby.

Handwork in various forms finds a place in the programme of a large proportion of the schools, and many very good specimens of brushwork and plasticine modelling are shown. We note with pleasure the increase in the number of pupils taking carton and cardboard work, the practice in this affording an excellent training in neatness and accuracy, and laying a sure foundation for the clear understanding of the mensuration of surfaces and simple solids. Very good work continues to be done in the woodwork classes, and some remarkably fine isometric drawing is shown by the boys attending these classes. We have now two specially trained teachers of cookery engaged in teaching girls of the Fifth and Sixth Standards at several centres. Their classes are skilfully managed, and are deservedly popular.

The military drill of the cadets calls for a special word of praise—in fact, one or two of the companies go through the movements with a precision and cleanness of action seldom attained by any but "regulars." In all the schools physical drill is practised, the best results being obtained in the schools where for five or ten minutes each day both boys and girls go through the exercises in the open air.

In eight schools singing is not taught. In some of the others the singing is not very pleasant to listen to, but even in these credit is due for the attempt to brighten the school day with a song. In a large proportion of the schools fairly good singing is heard, and in all the large schools the upper classes give part-songs with very good effect. Even where the singing is best, we fear sight-reading of simple pieces is not one of the accomplishments the scholars have acquired, and yet it would not be too much to expect that they should have attained to this degree of skill before their school days are over.

In our last report we called attention to the regulation that requires the head teacher to draw up schemes of work for all the classes in his school, to examine the classes at fixed periods, and to keep a record of the nature and results of these examinations. The part of this regulation that apparently gives most trouble is the drawing-up of the schemes of work. The syllabus of instruction was purposely made wide to cover the needs of all grades of schools, and it is each teacher's business to draw up his programme within the limits of the syllabus to suit his own particular school. To do this well requires time and forethought, and the suitability of his programme may well be taken as one of the best tests of the teacher's skill in managing his school. There are still a fairly large number of teachers who must feel that they have not given us much chance of appraising their skill at any high value when this standard of measurement is applied.

We desire to place on record our appreciation of the efforts that have been made by certain uncertificated teachers to gain their certificates, and to congratulate many of our certificated teachers on the success they have achieved in examinations entitling them to a higher grade of certificate. Themselves learners, they will assuredly have more sympathy with those they are teaching, and running streams are ever more wholesome than stagnant pools.

We have, &c.,
Jas. Gibson Gow, M.A.,
A. Bell, M.A., } Inspectors.

The Chairman, Education Board, South Canterbury.

OTAGO.

Sir,— Education Office, Dunedin, 8th February, 1908.

We have the honour to present our general report for the year 1907.

The following table shows the number of pupils on the roll, the number present at the annual visit, and the average age of each class.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	343	321	15 1
" VI	1,466	1,439	13 9
" V	2,025	1,941	12 11
" IV	2,218	2,153	12 0
" III	2,337	2,267	11 2
" II	2,190	2,145	9 11
" I	2,192	2,130	8 11
Preparatory	6,478	5,876	6 10
Totals	19,249	18,272	11 4*

* Mean of average ages.

The table shows a decrease in the roll-number of nearly 0·9 per cent., more than a third of it being in Standard VII.

Of the pupils who were present in Standard VI, 66 per cent. obtained the certificate of proficiency.

We group the schools according to efficiency as follows: Good to very good, 43 per cent.; satisfactory, 47 per cent; fair, 9 per cent.; weak or very weak, 1 per cent. Compared with that of 1906, this grouping shows a decline of 7 per cent. in the first grade, and a rise of 5 per cent. in the second, and of 2 per cent. in the third. The percentage in the last grade is the same as that of 1906. The results indicate in a general way the extent to which the schools suffered from the epidemics that prevailed during a large part of the first half of the year, when a large number of schools were closed for several weeks, and both before and after closing suffered from poor attendance for some weeks more. In most cases the majority of the pupils were unaffected by the epidemics, and the schools were closed mainly because the absence of a large proportion of the children for several weeks would, it was thought, operate adversely on the staffing and the revenues of the schools. It is a thousand pities that it should be possible for the invasion of an epidemic to deprive of any of their education those who are able to attend school.

The efficiency of some of the schools was no doubt affected by the circumstance that to keep them open the Board had to employ a large number of uncertificated teachers.

Mean Efficiency Marks in Subjects.—Compulsory subjects: English—Reading and history, satisfactory; composition, fair; spelling, good; writing, good; recitation, satisfactory; mean of

English, satisfactory: arithmetic, fair; drawing, good; singing, satisfactory; physical instruction, good; geography, satisfactory; history, satisfactory; mean of compulsory subjects, satisfactory. Additional subjects: Nature-study and science, satisfactory; handwork, satisfactory; geography, satisfactory; history, good; needlework, very good; mean of additional subjects, satisfactory. In explanation of the terms used it may be mentioned that "fair" indicates 50 to 59 per cent. of the attainable marks; "satisfactory," 60 to 67 per cent.; "good," 68 to 75 per cent.; "very good," 76 to 80 per cent.

What we said in our last general report about too easy promotion from Standard IV to Standard V and from Standard V to Standard VI still holds, especially in arithmetic and English, weakness in which continues to press very heavily on the teachers of Standard V and Standard VI in large schools, and to be a hindrance to pleasurable and efficient work in small.

The number of schools presenting a Standard VII class continues to decline. In 1905 it was 70; in 1906, 46; and in 1907, 37. Of the thirty-seven classes, seven were absent on examination-day, and six had been instructed only in Standard VI work. The following indicates our judgment of the efficiency of the remaining twenty-four: Very good, 3; good, 6; satisfactory, 7; fair, 7; weak, 1.

It is probable that, had the absent classes been present, they would have found themselves placed in the category "weak."

Our reports on the work done in the secondary classes of the district high schools are given in a separate paper. There is in most of them room for improvement in the treatment of English.

We preface our remarks on the subjects of instruction with one or two maxims that seem to us not to be sufficiently respected: In every department of work both teacher and taught should have a clear realisation of the end sought to be attained, and the end should be worthy. A definite aim is necessary to the teacher for purposes of preparation and presentation, and a worthy aim to the pupils for purposes of motive and interest. Without definite aim there is no well-ordered presentation of work, without motive no interest, without interest no adequate stimulus to exertion, without exertion no adequate training. What, for example, is the end sought in the teaching of English? It is to develop capacity to understand and enjoy the expressed thought of others, capacity to express one's own thought adequately in spoken and written speech, and capacity to explore and exploit the accumulated experience of the ages in the language in which it is enshrined in our literature. This is the end to be kept steadily in view by teacher and taught, and the end is worthy. To what extent our methods tend to realise this ideal will appear as we proceed. We say "tend to," for we recognise that with children who leave us at about fourteen the complete realisation of the ideal is out of the question. Still, unless we reach we shall not grasp, and our grasp will be in proportion to our reach.

Reading in the sense of power instantly to associate groups of printed symbols with their spoken sounds is generally good, but reading in the higher sense of associating printed symbols with what they symbolize, though improving, still lags behind what is attainable. Nevertheless, this power is the chief end of teaching the technique of reading. Infinite pains are taken to secure "expressive" reading, but the expression is too often attained not by the personal effort of the children to find by a study of its sense the mode in which a passage should be expressed, but by imitating the too abundant "model reading" of the teacher. A good thing overdone or done out of season may and often does become a bad thing. "Model reading" in moderation is no doubt a good thing, but it should invariably follow the effort of the child to render the sense as he conceives it, and only when the pupil's reading shows misconception of the sense. Understanding within the limits of the reader's power must precede interpretation, and therefore the pupil should not be expected to read a passage aloud before he has tried to determine its meaning; and, in the senior classes, this silent preparation for reading aloud will occupy much more time than the actual reading to the teacher. It is, however, useless to tell a pupil to prepare a passage (as many teachers do) without showing him how and what to prepare. The essential elements of good reading are correct pronunciation and distinct enunciation, correct phrasing and emphasis, and such voice-modulation as will express the intellectual or the emotional effect intended to be produced by the thought expressed in the passage set for preparation. Correct pronunciation, distinct enunciation, and suitable voice-modulation will give little trouble if the teacher is careful in his own speech, and insists upon clear and well-expressed utterance in the oral composition of his school. The latter is fundamental, for no one can become a good reader without first learning to express himself well in spoken speech. Correct phrasing and emphasis depend on understanding, the determining factor being the "picture element" or the "idea element" of the passage read. Pause between the mental pictures is the general direction, with the further direction that the length of the pause must be determined by the degree of closeness of connection between the pictures and the massiveness of the pictures. Here the appeal is not to the printed stops, which have little to do with reading, but to the intellect, the child's power to visualise the images symbolized by words and groups of words, and to see them in their relation to each other. When this result is achieved the question of phrasing and emphasis is easily determined, and the child is prepared to read aloud to his teacher—that is, to express aloud in the author's words the meaning or emotion he thinks the author intended them to express. Here and there his interpretation may be wrong; but it is his own, honestly come by and honestly expressed, not a showy pretence, but a genuine intellectual performance.

In most schools spelling is very good, but it is generally regarded not as an instrument of written expression, but as an end in itself. Since it is only for the written expression of thought that the forms of words are worth learning, it is surely irrational to make children learn the spelling of words they are unable to use in written expression. The realities of things are more important than the forms, and ignorance of the meaning and use of a word should be regarded as a more serious defect than ignorance of its form. Whatever the study may be, without the ideas represented the words representing them go for very little; they are at best dead knowledge, mere lumber that the mind, finding no use for it, refuses to retain. The time wasted in spelling-drill is lamentable. Half of it would, we believe, produce better results, even in spelling, if the children were first trained to use the words in spoken speech, then to look intently at their forms, and finally to use them in written speech. Notwithstanding its perversity, the spelling of English gives little trouble to those who have something to say, and are accustomed to say it adequately in writing. If the children could use the words of their reading-books half as well as they can spell them it would be an immense gain to the intellectual and emotional life of the schools. We are all to blame—the public, Education Department, Inspectors, teachers (the last least of all), for we have failed to realise the true relation of spelling to expression.

Dictation as a means of learning the arts of composition is too little practised, the exercise being generally regarded simply as a test in spelling, and the children being required to think of nothing but the accurate reproduction of the words and stops dictated by the teacher. No mental exercise is of much value that does not make the mind work hard, and a dictation exercise that does not compel the pupils to consider the meaning and logical connection of the parts of what is dictated does not make it work hard. To make it an intellectual exercise in the orderly expression of consecutive thought the passage should be dictated without punctuation and without suggestion of punctuation, and the children thereafter set to use their imagination and reason to discover, first, where the main statements begin and end, and the relation of the statements to each other as principal units in the expression of the matter of the passage; and, second, the relation of the subordinate parts of their principals. They should then put capitals and stops in accordance with their analysis of the thought, compare their own work with that printed in the book, and try to discover the reason for the difference (if any) between their own interpretation and that of the author of the passage, the teacher meanwhile passing round and helping where he finds need for it. Constant practice of this kind would keep spelling in touch with the expression of thought, develop taste and feeling for good literary structure, induce capacity for sustained and connected thought, and lay a sound foundation for original composition and literary appreciation.

The efficiency mark for composition is low, and low it will remain until we set ourselves a higher ideal of what constitutes adequate self-expression in both oral and written speech, and realise more fully the factors that make for its attainment. What are the essential factors? They are matter, language, and form — that is, something to say, language with which to express it adequately, and knowledge of the forms in which the language must be cast to express it in accordance with English idiom. Matter is not to seek; it is furnished by experience and by every subject of the school course, and it is not lacking in the children. Language, however, is often lacking, lacking because little serious effort is made to acquire it; and grammar or form is nearly what the Department intended it to become in the schools—namely, dead as a door-nail. If the question of form is considered at all by the children, it is generally determined not by reason, but by feeling or by guessing. This we know from the circumstance that not one in ten of them can explain why one form is right and another wrong, one faulty and another faultless. They have no body of positive knowledge of form to enable them to determine rationally between the claims of competing forms of expression, and are therefore reduced to the plight of guessing when they have to make a choice. They ought not to be reduced to this condition of impotence, and that they are is due partly to the invertebrate character of the syllabus of composition and partly to the standard and kind of work set by the Department in the composition-cards it has allowed to be scattered broadcast over the Dominion. Teachers, and especially inexperienced teachers, are naturally prone to follow the Department's lead, and in this case its lead is, in our opinion, a very bad one. To us it is an ugly fact that the children leave our schools deplorably ignorant of the grammar of their mother-tongue.

In Standards I, II, and III arithmetic is generally good, and sometimes excellent; in Standard IV it is generally fair; but in Standard V and Standard VI it is often weak, and seldom good. The test questions for Standard III to Standard VI are drawn and issued by the Department. Those for Standard IV to Standard VI are, very properly, so drawn as to test the children's intelligence, and seldom involve difficulties that can reasonably be regarded as beyond the capacity of well-instructed pupils of average ability. Nevertheless, they year by year prove stumbling-blocks to a large proportion of the children. The subject is certainly well presented by the teachers, whose illustrations, expositions, and blackboard demonstrations ought to be convincing to every one able to interpret the language used and possessing explicit knowledge of the principles involved in the reasoned steps of the work. Ability to interpret the language and explicit knowledge of the principles are precisely the equipment that is wanting in many pupils, who are therefore unable to contribute their share to the argument developed by their teachers. They, like ourselves, see in a thing what they bring to see in it, neither more nor less; and, if they are unable to bring right mental images of the things symbolized by the words of what is set for solution and of the effect of arithmetical operations on the quantities involved, they can profit little even from the best of presentations. Clear mental vision of things in their quantative relation, and of the effect of arithmetical operations on this relation, is the condition of sound work in arithmetic, and without it the subject is devoid of culture-value—that is, does not yield a training in interpretation and orderly reasoned expression. From the point of view of culture the answer is of no importance whatever, and therefore the dominating thought in the child's mind ought ever to be not "What rule shall I apply to get the answer?" but "What is the meaning of the question, and how can I best express my conception of it, and order the steps by means of which I can offer an intelligently expressed solution?" Many of us have yet to realise that the study of arithmetic is a study in English, and that English is the key to the door of every department of the kingdom of knowledge.

Geography bears very heavily on Standard VI, partly because in Standard II to Standard V, though there is observation of facts in plenty, there is little effort made to formulate and memorise brief generalisations of what the facts teach, and partly because much of the mathematical geography prescribed is very difficult to children of thirteen or fourteen years of age. When the syllabus was introduced we expressed the opinion that much of the mathematical geography is too difficult for the children of primary schools, and experience has not tended to modify our judgment. Moreover, it consumes more time than it is worth, and elbows out other departments of geography that are well within the comprehension of the children, and knowledge of which would be of greater value to them as members of an empire that marches with and lives in human relations with nearly every country of the world. What is of worth and interest to them is not "latitude as an angle and an arc," not "arguing the annual revolution of the earth round the sun from the varying position of stars in the northern sky or the Southern Cross from month to month," not "a comparison of inferences derived from" the study of remote terrestrial and celestial phenomena, but the story of the great heritage won for them by the energy and pluck and blood of their fathers. Again, we seem to have forgotten how essential memorising is in the learning of every subject in which expression plays an important part — intelligent memorising, of course, not learning by rote what is unintelligible to the learner. Observe the facts in their relation, formulate the law that expresses this relation, learn the law—in other words, first understand and then commit to memory—that is the way to furnish the mind with something to work with. In what other way can mental content be economically built up and made efficient? Time was when there was too much appeal to the memory; now the pendulum has swung to the opposite extreme, and by some it is regarded almost as a crime to appeal to it at all. The modern doctrine that the verbal memory may be disregarded without detriment to mental efficiency is working much mischief in every department of work. To be readily available for use, mental content must be wedded to words; and the more perfect we make the union the greater will be our mental efficiency.

We are glad to be able to report favourably on the work done in most of the school gardens, of which we have sixty-one in full operation, and on much of the work done in elementary science, nature-study, woodwork, cookery, cardboard-work, paper-folding, brushwork, &c. If newspaper correspondents and public speakers would visit the schools and make personal inspection of what is done in these departments of work, and of the manner in which it is done, they would be surprised to see how widely the real school-world differs from what, if we may judge from their words, they imagine it to be. The revelation would, we venture to say, extort from them the confession that the facts do not support their conclusions, and that, after all, we cannot be so much behind their models—America, France, and Germany—as they had fondly imagined. It is not our way to proclaim our doings from the housetop; all the same, they are not unworthy; and that they are not is largely due to the teachers, who have, at great inconvenience and with much labour, utilised to the full every facility provided by the Board to enable them to master the technique of the many kinds of manual work now taught in the schools. They have done wonders, and deserve ungrudged praise.

Freehand drawing is generally good, and so is much of the design-work. If, however, we may take the National Scholarship papers as an indication of what should be achieved in drawing to scale in Standard V, we are bound to conclude that more attention should be given to it in all standards. In many schools drawing is not so fully correlated with other work as is desirable.

In most schools the precepts of hygiene receive due attention, but in not a few practice is often at variance with precept. Example is more potent than precept; and it is a poor compliment to intelligence to preach the virtues of soap and water and duster and broom in rooms the walls and ceiling and furniture of which are loaded with dust and dirt, and the floors of which are swept only twice or thrice a week. Too many of our schools and out-offices are offensively dirty, and few schools are as clean as they should be. We are strongly in favour of such medical inspection of school-children as is advocated by the Chief Health Officer, Dr. Mason, and the District Health Officer, Dr. Ogston, to the latter of whom the teachers of New Zealand are indebted for a very useful pamphlet on school hygiene. If they follow its simple directions they can do much for the children without extraneous aid. They can, for example, test sight and hearing, and take height and chest measurements; and, if they were provided with a weighing-machine, as they ought to be, they could weigh the children at suitable intervals. A record of such measurements made throughout the Dominion and extending over a long course of years would be of inestimable value. Still, there is much they cannot do, partly because of the susceptibilities of parents, but mainly because of lack of skill and knowledge. One of the chief things to determine is the physical and mental fitness of the children to do the work imposed upon them in the schools, and this can be determined only by the medical expert.

We regret to say that few School Committees have yet taken steps to establish school libraries. Many of them every year spend considerable sums of money in picnics and prizes, money that would buy hundreds of volumes of the English classics now published at from sixpence to eighteenpence a volume. The Dunedin and suburban Committees have set a fine example in many things: will they not take the lead in this?

We have, &c.,

P. Goyen,
W. S. Fitzgerald,
C. R. Richardson,
C. R. Bossence,
Inspectors.

The Chairman, Education Board, Otago.

SOUTHLAND.

SIR,— Education Office, Invercargill, 19th March, 1908.

We have the honour to present our report for the year ended 31st December, 1907.

One hundred and sixty-five public and eight Catholic schools were examined, but, owing to the fact that many duties incidental to our Department, but more or less unconnected with the formal work of inspection and examination, made heavy demands on our time, we found it impossible to inspect all the schools in the district, as required by the departmental regulations.

SUMMARY OF RESULTS FOR THE WHOLE DISTRICT.

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	201	178	14 10
" VI	789	768	13 8
" V	983	945	12 10
" IV	1,175	1,129	12 1
" III	1,191	1,141	10 11
" II	1,209	1,168	9 11
" I	1,084	1,031	8 10
Preparatory	3,273	2,969	7 0
Totals	9,905	9,329	11 3*

* Mean of average age.

Reviewing the year's operations broadly, we are able to say that the teachers, with very few exceptions, have been entirely conscientious in the discharge of their duties, and that, notwithstanding serious interruptions due to epidemics and other untoward circumstances, encouraging progress has been made in the work of primary education in this district. Though comparative deductions from statistics are apt to be misleading, the favourable opinion above expressed receives some indorsement from the fact that the percentage of pupils that qualified for proficiency certificates is slightly higher than for the preceding year.

We regret exceedingly that the time available for the work of inspection in this district is now too limited to enable even one unannounced visit to be paid to all the schools under the Board's jurisdiction; for it seems clear to us that inspection visits, while useful in the main as affording opportunities for friendly conferences between Inspectors and teachers, must, if they are to be wholly effective, remain as far as possible not only in name, but in reality "visits of surprise." It is the duty of the Inspector no doubt, by advice, by encouragement, by precept and sympathy, to make the most of the natural and acquired powers of every teacher in the Board's service; it is equally his duty, when all these moral forces fail, to report to the Board idleness, incompetence, and incapacity; and both duties, in our opinion, can best be fulfilled as the results of visits paid without notice previously given, either officially or unofficially. The good teacher, who has his arrangements for the year well in hand, will not resent—nay, will rather welcome—such visits; while the careless or procrastinating teacher may be inspired in time with a wholesome horror of detection. But since, unfortunately, our time was too limited to allow of the inspection of every school in the district, we devoted the greater part of the time available to visiting schools in charge of young and more or less inexperienced teachers. It was not, of course, possible to spend more than one day in each of the smaller schools, but we felt strongly that a single day rarely sufficed to do all that the circumstances rendered desirable, or that the departmental regulations prescribe. A few hours are quite inadequate for observing methods, criticizing defects, and giving lessons to illustrate the proper educational aim of every subject. In some cases where young teachers were found to be altogether at sea arrangements were made for their attendance at other schools of similar grade, but under more competent management. In this way much good resulted. Indeed, so convinced are we that such visits help weak teachers very materially towards a clearer comprehension of the suggestions and criticisms made on their own work by the Inspector that we are inclined to subscribe to the proposal that every teacher should, in the course of the year, visit at least one school other than his own. There are, truly, practical difficulties to be met with in putting this scheme into operation; but the difficulties do not appear to us to be insuperable, while the good that would accrue, even to the capable teacher, is undoubted.

In a district such as Southland, where, exclusive of pupil-teachers, five out of every twelve teachers do not hold a departmental certificate, and are either quite untrained or only partially trained, the efforts made in the schools to cope with the provisions of the syllabus exhibit great disparity of results. The more intelligent teachers—and they are by no means a minority—have realised that the syllabus places in their hands a potent instrument for good, and have been stimulated to fresh study of a kind that is rich in promise for the future. There is evidence that these teachers are getting into more sympathetic touch with their pupils, and that the children themselves are finding school life pleasanter than it used to be—and certainly not less profitable because it is pleasanter. Other teachers, however—some of whom, we regret to say, rank fairly well in the list of certificated teachers—are slow in breaking away from old traditions; and, forgetting that the teacher that ceases to be a learner ceases to be the best kind of teacher, neglect such opportunities of self-improvement as have already come within their reach. Having gained their certificates they sit back content to apply only the methods of past experience, and take but little account of the progress of educational practice.

But the untrained, uncertificated teacher furnishes an especially difficult problem, and we sincerely trust that the time is not far distant when our training colleges will supply us with teachers fully competent to meet present-day conditions and to keep pace with modern educational requirements. Though several of these young people, we are pleased to say, exhibit more real teaching ability than others already hall-marked by the Department, and though almost without exception they import into their work considerable zeal and enthusiasm, still few of them possess that degree of professional knowledge and general culture which gives the teacher confidence in himself, and which, under present conditions, is absolutely essential for the successful conduct of even the smallest primary school. With them "training the children" is simply a matter of "making the children learn": they fail to realise, or they are too immature to realise that the value of the instruction is measured not by the number of facts communicated to the pupils, but by the habits of thoughtful inquiry and careful observation, as well as by the spirit of self-reliance that should be developed in the acquisition of knowledge. But the special difficulty that meets the untrained teacher is that concerned with the classification of his school. Individual examination is generally supposed to be a thing of the past. Under the circumstances just referred to, however, the Board will not be surprised to learn that it still prevails to a fairly large extent, and necessarily so, for where such a large number of our teachers are so poorly equipped for their work, it would be the height of folly to intrust to them the important duty of classification. So fully, indeed, do they realise this fact that in most cases they gladly welcome the Inspector's assistance. But it is not the inexperienced teacher only whose classification has to be revised, or even entirely determined by the Inspector. We take this opportunity of expressing our profound regret that a good many well-qualified teachers show a decided disinclination to wield the powers intrusted to them by the Regulations for the Inspection and Examination of Schools. Sometimes the examination schedules are handed to us with no indication whatever of the teacher's intention as to promotion; sometimes, again, with indications so vague as to be practically valueless. It has been so long and so ably argued that a qualified teacher is a much better judge of his pupils' abilities than is an Inspector, that when we find such a teacher unwilling to undertake the work of classification prescribed for him, we naturally seek for reasons for such a peculiar course of action. In our judgment the general public and the weak-kneed teacher are both at fault. The general public (considered as individual fathers and mothers) still think that yearly promotion from class to class is the only absolutely trustworthy criterion of educational results; the weak-kneed teacher is afraid to undeceive them, and is, moreover, determined that if there must be a bogey-man in the question it shall be the Inspector. We confess to an uncomfortable suspicion that unless teachers bravely and loyally face their responsibilities in this matter we shall have to revert sooner or later to the treadmill of individual examination.

If we were asked to select from amongst the numerous subjects of our curriculum one, and one only—by the results in which the quality of the whole teaching of a school might be fairly gauged—we should unhesitatingly name composition. The keenness and width of observation developed by nature-study and observational geography, the accuracy of statement and logical arrangement of facts necessitated by arithmetic and science; the sense of proportion engendered by drawing; the spirit of patriotism invoked by history; the interest in all things human awakened by the reading-lesson—these are all more or less clearly reflected in the written compositions of the schools, which are also obviously incidental tests in spelling and writing. The vocabulary of the child, too—no mean part of its equipment for the battle of life—is therein displayed; and upon the skill shown in its disposition and use will depend much of the success to be attained in mature life. As an important vehicle of self-expression the essay ranks high. Where the education of a child is being successfully conducted it reveals originality, self-reliance, and reverence for truth, and is the index of a mind fully and accurately informed on the common topics of the day.

Considering all this, it is with some sense of disappointment that we state that the work in this important subject in a good many of our schools falls far short of the high ideal indicated above.

Passing in review the leading faults of the composition exercises, we should like to mention, first, one which was duly noted in our last annual report—their puerility. Now, none could be more averse to the use of stilted language and intricate grammatical construction by children, none more pleased to note the persistence of natural modes of expression as of natural modes of life throughout youth than we. It must be pointed out, however, that the language and style of a child of eight ought not to remain the language of the same child at the age of leaving school. Progress is surely a moral necessity at all ages.

Again, the range of subjects is, in many cases, much too limited; we have observed again and again inability to write compositions on any but the most trivial, commonplace, and hackneyed topics. In the higher standards there is often found an almost entire ignorance of the most striking questions of the day—moral, political, and social. This latter weakness may spring in part from a mistaken notion that it is an educational crime to impart information. There is a large element of truth in this notion, for the main duty of the teacher is doubtless to assist in the development of the whole nature of the child by encouraging it in suitable forms of activity, as nearly as possible spontaneous. But there are certain facts, some of them of vital importance to the interests of the child, that cannot be reached by the most skilful use of heuristic methods. It is the bounden duty of the teacher to place the child in possession of such facts by whatever means are available, since in such cases the fact is of much more importance than the method by which a knowledge of it has been attained.

As to the means for improving composition in our schools, it is a well-known fact that the child who reads much writes well. This furnishes us at once with a plea for more school libraries of the right sort, and for more silent reading (with the aid of a dictionary, if necessary) in the upper standards. More systematic correlation of composition with the other standard subjects is to be commended; complete correlation is, of course, impossible, and, we may add, undesirable. Intelligence should be cultivated in the reading lesson, too—less by the dry-as-dust method of explaining isolated words and phrases than by seeing that the whole contents of a passage is being thoroughly grasped and retained. There should also be exercises to increase the range and variety of the child's vocabulary, and that, too, from the beginning of school life. Formal analysis and synthesis should not be restricted to answering the questions on test-cards, but should receive practical application in the written composition. There should be in all standards more practice in the oral reproduction of lessons; and that this exercise may tax the constructive ability of the child, the continual intervention of the teacher in suggestive questions is to be avoided.

To meet the wants of those children who are not encouraged to read at home, and to some extent of others also, the teacher need not be afraid to give his pupils interesting accounts of the chief events taking place outside their limited horizon. Finally, in this, as in all other school-work, success can come only as the result of plans skilfully laid and rigorously carried out.

Speaking generally, we can say that the reading in our schools shows some improvement in expression, fluency, and volume. This we attribute to the larger amount of practice in the art consequent on the use of supplementary readers. Nevertheless comparatively few children, even in the higher classes, read in their natural tone of voice. Frequently the pitch is unnaturally high, and, except in a limited number of schools, articulation and phrasing are still faulty. But, though we believe that in regard to the mechanical parts of the subject some advance has been made, we are convinced that the educative value of the reading-lesson has not yet been fully realised by many of our teachers. It is not unusual to find a teacher conducting a lesson in, say, arithmetic, while the members of another class "go on reading." Such a teacher, it is apparent, does not appreciate the potency of the reading-lesson as an educative instrument, nor has he learned that during its progress it will brook no sharing with any other subject of his attention, energies, and resource.

There has been a tendency on the part of some teachers to pay much less attention than formerly to spelling, but in the majority of schools the spelling generally, and particularly words in common use, has received considerable attention. The intelligent use of word-building has greatly aided the work in this exercise, especially in the lower classes. A fuller extension of this principle to the teaching of spelling in the higher classes is again urged on teachers.

The desirableness of employing pupils in the solution of practical problems in arithmetic likely to be met with in after-life, and free from undue complexity, is gaining recognition among teachers. But there is still an undue amount of time spent in mere mechanical operations, and many teachers cannot make up their minds to limit the work in the lower classes to the range of the numbers specified. The obviously and grotesquely wrong answers which are handed in not only to the Inspectors on examination-day, but to the teacher in the ordinary course of work, surely suggests that children should be encouraged to give a few minutes' thought to a problem before beginning to solve it, and especially in the upper classes, to make rough mental approximations by way of testing results. Except in a very few instances, we have little evidence that this suggestion has come home to teachers. In our annual report of last year we noted that, in a good many cases, common weights and measures had apparently no connection with realities. Though we believe that this reproach has been in some degree removed, we would again strongly advise that the foot-rule, tape-line, imitation coins, quart-pot, scales and weights, be still more extensively use for practical and illustrative purposes.

With reference to the teaching of geography, we last year alluded to the lack of sufficient evidence of actual appeal to nature. Our experience during the year just ended constrains us to report that in many cases at least our suggestions have been less fruitful than we hoped. The real aims of geographical teaching, and the value of the subject as a potent instrument by which the pupils' powers of judging and reasoning may be developed are often entirely lost sight of, with the result that the total educative outcome of the teacher's efforts, as tested on examination-day, is miserably inadequate to the time given to the subject. It is expressly laid down that the instruction in Course A should be based as far as possible on observation and experiment—that it is, in fact, a division of nature-study, and should be treated as such. Nevertheless, we too often find that young children whose elementary geographical notions should be acquired from a study of their immediate surroundings, are condemned to the painful memorising and soul-deadening repetition of (to them) meaningless definitions.

For the more effective teaching of the subject many schools are now equipped with appliances of various kinds—the shadow pole, the altometer, barometer, modelling-tray, globe, &c. Still the conviction is being forced on us that in too many cases the early enthusiasm for a rational treatment of geography exhausted itself in the effort of constructing or procuring the apparatus. For certainly the appliances are not being used systematically (not unfrequently a piece of apparatus, when demanded by the Inspector, emerges from its hiding-place, bearing a suspiciously thick accumulation of dust), and even where the length of the shadow or altitude of the sun is regularly recorded, we too often find that the pupils are unable to say why the little experiments are made, or what lessons are to be learned therefrom. Weather-records are in many schools faithfully kept, but quite insufficient use is made of the mass of material so gathered. Many teachers still make a fetish of the text-book, and fail to realise that the teaching of geography has now assumed scientific form.

The results of the teaching in Course B geography, in many of the smaller schools especially, are little more encouraging than in the case of Course A. The readers are "gone through," but little effort apparently is made to secure by suitable means the permanent lodgment in the pupils' minds of the salient portions of the chapters read. While we are prepared to regard somewhat indulgently a pupil's ignorance of the capital town in a country with which this Dominion has but the slightest commercial relations, or of the position of a remote and insignificant island, we are surely justified in requiring that a Sixth Standard pupil, after four years' study, should possess a good knowledge of the commercial and political geography of New Zealand, Australia, and the British Empire generally, and a fair knowledge of the geography of the more important foreign countries.

Moreover, even in many cases where the facts of political and commercial geography are fairly well known, teachers fail to appreciate the object of Course B, which is to show, as far as it is possible for the minds of the children to see it, the connection between natural conditions on the earth's surface and the civilisation of man—*i.e.*, between physical geography on the one hand, and political and commercial geography on the other. The human interest of the various topics is not sufficiently dwelt on, and the teaching is apt to be too remote from the experience of the pupils and the facts of their every-day life. From a pupil who glibly enough furnishes a full list of the exports and imports of New Zealand it may be difficult to elicit a conjecture as to the probable nature, origin, and destination of the freights on the inward and outward trains that pass his school daily.

In our last annual report we had something to say respecting the schemes of work submitted to us on examination-day by teachers. The remarks we then felt constrained to make are again applicable, though probably to a smaller number of cases. But in no subjects are the schemes of work so generally unsatisfactory as are those purporting to detail the courses of study in geography, and in none is greater diversity shown, both in regard to mode of treatment of the subject and scope of work professed. While we are the last to insist that geography should receive uniform treatment in all the schools of the district, and while we fully recognise that, in the case of certain teachers the minimum of instruction required and the maximum of instruction given are convertible terms, nevertheless the conviction is being forced on us that, so long at least as geography is a compulsory subject for the proficiency certificate, the requirements, especially in respect of political and commercial geography, should be more strictly defined than they are at present.

While we have felt it to be our duty to speak somewhat strongly on this matter, we do not wish the Board to infer that the teaching of geography is unsatisfactory in all or even in a majority of the schools under its control. We are gratified to be able to say that there are many teachers in this district who make full use of the opportunities afforded by the teaching of this subject for training their pupils in scientific method, and there are others who are realising more or less rapidly the possibilities of the subject. In the case of these we doubt not that their skill in using the subject as an educative instrument will increase *pari passu* with their experience.

There are several of the newer subjects in the syllabus in regard to which much patience and forbearance have necessarily to be exercised. Nature study may be taken as illustrative. The treatment of this subject in our schools is rarely quite satisfactory. One potent reason for this is found in the fact that many of our teachers still fail to appreciate fully the true aim of this division of school-work, which is to give the pupil the observing eye and the reflective mind. Although the formal object-lessons of old have been in almost all our schools superseded by more or less definite courses of lessons, arranged in series with more or less skill, and showing more or less correlation with the other subjects of the syllabus, and although there is now more of nature and less of text-book in the treatment of this subject than formerly, many teachers are still prone to indulge in aimless, discursive talk about natural objects instead of developing the pupils' powers of observation—to give knowledge to the child instead of guiding him to find it for himself—in short, the work is done *for* the pupil, not *by* him. The excellent plan of giving lessons out-of-doors, where the children are face to face with facts, is, as we noted in the case of geography, too rarely followed. Nevertheless, although, speaking generally, the handling of the subject leaves much to be desired, it has by no means been entirely ineffective: the general tendency of the instruction has been to give the children an intelligent interest in their immediate surroundings and to make knowledge of the familiar the basis of the knowledge of the unseen.

But another factor undoubtedly goes far to explain why so many of our teachers have fallen short of complete success in dealing with the subject of nature study in their schools: the great majority of them have had no opportunity of qualifying themselves to teach it thoroughly. Nor can there be much improvement in this respect till every teacher has gone through a practical course at the University in those subjects necessary as a basis for nature study. Indeed, not only in regard to such subjects, but in regard to all others possible, the trend of modern opinion is in favour of university training for teachers; without neglect, of course, of that practical training in school methods without which all other studies are useless. Besides adding to the teacher's breadth of view, and thus increasing his educational usefulness, a university training of greater or less extent would largely improve his status in the community, and entitle him to more serious consideration from the public than he at present receives. The abler and more foreseeing of our younger teachers are fully awake to the advantages we have enumerated, though in the ranks of the older teachers there are still some who look askance at all connection between the training college and the university. Far other is the attitude of the teachers of Scotland, who have unanimously declared themselves in favour of the training of teachers being conducted as largely as possible at the university; and of the teachers of England, who but lately remonstrated with the Board of Education for seeking to restrict to some extent the facilities for attendance at university classes which training-college students had up to that time enjoyed.

We fully recognise the great advantages teachers have derived from the establishment of Saturday classes in nature-study, botany, and geology. We must, nevertheless, point out that these classes, however beneficial and inspiring to teachers, are poor substitutes at best for practical systematic training at university classes. The attainments of the students attending them are so diverse that no course, unless on the most elementary lines, can be suitable to all; the period of attendance is too short for the attainment of satisfactory knowledge and skill in the subjects taught, and the large size of the classes precludes the possibility of sufficient practical individual work. Still, situated as we are at present, it would be folly not to avail ourselves of the confessedly limited advantages conferred by these classes. We can only wait patiently but hopefully for the time when an improved system of training of teachers will be introduced which will render them no longer necessary.

And here it is fitting that we recognise the great benefit derived to the teachers of Southland from the course of lectures delivered during the winter months by Dr. Marshall, of Dunedin. The lectures, which dealt with the geology and physiography of Southland, were informative and stimulating; as a consequence the interest in them was lively and sustained. The results of Dr. Marshall's visit are already manifesting themselves in the work of not a few of our schools.

During the year considerable progress has been made in that branch of school activity known as manual work. Most teachers now recognise that manual work is not so much an additional subject as one by which other subjects are illustrated and exemplified. We therefore now rarely find it treated as completely isolated and detached; in most cases its correlation with other subjects is satisfactory. In almost all the infant departments some form of handwork—usually paper-folding or paper-cutting—is taken up, and work of a cognate kind is taken by pupils in the lower standard classes. But it is only in the Gore, East Gore, Invercargill, and suburban schools that the course has been so organized and developed as to lead from paper cutting and folding in the junior classes through plasticine and cardboard modelling to woodwork in the upper classes. The value of the training in woodwork that the pupils receive under Mr. Brownlie is undoubted, and evidence is furnished as to its educational work by the interest it stimulates, the inventiveness it engenders, as well as by the dexterity it cultivates.

In the case of the girls in the upper classes in the schools mentioned above, cookery takes the place of woodwork for boys. Under the capable direction of Mrs. Turner these girls study, in the school kitchen as an experimental laboratory, the laws of health so far as these relate to the preparation of food, and acquire an expertness in the art of cookery, and in at least some of the details of home-management, that cannot fail to make for the stability and happiness of family life. As in respect of woodwork, we greatly desire to see an extension of the opportunities now within reach of pupils for acquiring a knowledge of this indispensable branch of domestic science.

Twenty-two classes in elementary agriculture were in operation during the year, and in most of these fairly satisfactory work was accomplished. Both teachers and pupils evince an interest in the school gardens, and in some localities they receive the hearty sympathy and support of the parents. The instruction given in these classes will not make a pupil a farmer—it is not intended to to do so—but if it succeeds, as undoubtedly it does succeed, in developing in him a love for the beautiful, and an intelligent interest in his environments; if it gives a practical direction to nature-study, and furnishes an elementary knowledge of agricultural processes by means of practical illustrations; if it cultivates a taste for rural occupations, and a bias towards country life, then the inclusion of elementary agriculture in our school curriculum is amply justified.

We are, &c.,
JAMES HENDRY, } Inspectors.
A. L. WYLIE, }

The Chairman, Education Board, Southland.

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EDUCATION:
TRAINING OF TEACHERS.

(In continuation of E.-1c, 1907.)

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

Training of Teachers.

The four training colleges for teachers have now for some time been in active operation, and in only one of the four, where the accommodation has so far been limited, does the number of students fall materially below the full complement for which the colleges were intended to provide. At the close of the year the students in attendance numbered 253, of whom 61 were men and 192 were women, a proportion of 24·1 and 75·9 respectively. The corresponding total for the close of 1906 was 216, of whom 48 were male students. Among those attending during the year have also to be reckoned a few students who left before the close of the period either to go into active service under the Boards or for some other reason. The total provision in contemplation is for 80 students in each of the centres. Towards this number out of the total reported, Wellington contributes 78; Dunedin, 73; Christchurch, 66; and Auckland, 36.

The course of training extends over two years, but in the case of those who have already undergone a preliminary training as pupil-teachers, it has not always been deemed necessary to require the full period of attendance. In a very few instances, as has been determined in its discretion by the Board controlling the training college, an attendance of one year has been accepted; but the great bulk of the students remain for two years, and it is so intended. The students attending for the second year in 1907 numbered at Wellington, 46; at Dunedin, 41; at Christchurch, 34; at Auckland, 28: total, 149.

New training college buildings are now in course of erection at Auckland and Dunedin. An expenditure of £8,000 and £8,800 respectively has been authorised for the purpose, and requests for further sums to be expended in certain alterations or additions are under consideration. When these works are completed, with the necessary furnishings, the material equipment in the four centres should suffice for all present needs.

The amount paid during 1907 for the training of teachers was £34,875, made up as follows: Salaries of staffs of four training colleges, £12,414; students' allowances and University fees, £13,148; grants for special instruction in handwork, £1,895; railway fares of teachers in training and for Instructors, £5,564; alterations to buildings, Wellington (balance), £632; on account of buildings, Auckland, £987; for library books, Auckland, £100; and apparatus, &c., Christchurch, £135. It must be remembered, however, that £12,414 of this total provides not only for the efficient training of over two hundred and fifty teachers, but the instruction of over fifteen hundred children in attendance at the practising schools.

No. 2.

TRAINING COLLEGES.

From the Inspector-General of Schools to the Minister of Education.

At the close of 1907 the number of students in attendance at the four training colleges of Auckland, Christchurch, Dunedin, and Wellington was 253—61 males and 192 females. Of this number, 178, or 70 per cent. of the total, were admitted under Division A, having already completed satisfactorily a period of pupil-teacher service, and 75 under Division B, without pupil-teacher service, on the ground of holding simply some University standing under one or other of the different headings specified in the regulations. The following table shows the classification in detail:—

TABLE A.—NUMBER AND CLASSIFICATION OF STUDENTS IN ATTENDANCE AT EACH TRAINING COLLEGE, DECEMBER, 1907.*

(Excluding those admitted under the Provisions of Clause 11 of the Regulations.)

—	Division A.		Division B.*										Total.		
			a(i).		a(ii).		a(iii).		a(iv).		Total.				
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.
Auckland	12	14	..	1	..	1	..	2	5	1	5	5	17	19	36
Wellington	9	41	..	10	2	..	..	3	5	8	7	21	16	62	78
Christchurch	10	42	1	2	..	1	..	1	1	8	2	12	12	54	66
Dunedin	10	40	..	1	3	3	..	1	3	12	6	17	16	57	73
Totals for 1907 ..	41	137	1	14	5	5	..	7	14	29	20	55	61	192	253
Totals for 1906 ..	39	121	2	14	4	8	..	4	3	21	9	47	48	168	216

*NOTES.—"*a*(i)" as having passed the first section of the B.A. or B.Sc. degree; "*a*(ii)" as having gained credit at the University Junior Scholarship Examination; "*a*(iii)" as having kept terms for at least one year at a University college; "*a*(iv)" as having passed the Matriculation Examination of the University.

In general, students are admitted to the training colleges with the double purpose of continuing their general education and of receiving professional training. In the case of students of Class A the continuance of their education and the completion of their qualification for a certificate naturally furnish the main purpose of their attendance; those of Class B regard the training college from a somewhat different standpoint—that of the University student without teaching experience who desires primarily without discontinuing his studies to secure the necessary practical acquaintance with a teacher's duties. In either case the understanding is that the University work and the special work of the training college shall be united in the closest possible association, the University college classes furnishing the chief means of general education, and the training college providing for the instruction and training of the students in teaching-methods and in special subjects of professional practice. That the principle may be applied with success obviously requires that the earlier education of those admitted shall be sufficient to enable them to profit by University instruction. To this end the regulations prescribe among the qualifications that candidates for admission shall have passed the Matriculation Examination of the University of New Zealand. The requirement has been modified in practice so as to place on a similar footing ex-pupil-teachers who have already gained a substantial measure of success in the examination for the Class D certificate, though they may not have actually passed Matriculation. It does not appear that in fitness to receive University instruction much is thereby lost. The standards of the two examinations are in the main on parallel lines, and it must be admitted that in many cases even the successful matriculant has yet much mental progress to make before he can be regarded as an efficient student of a University course. The colleges cannot be said to have yet reached the stage at which the requirements of their students as a whole can be fully supplied by the University classes, but an intimate connection with the University college is generally maintained, and all students, whatever their future prospects or their present attainments may be, take one or more University classes, among which English is necessarily included. The tendency at present shown is rather to contract than to extend the University work of the weaker students, but the expediency of any such step, it is hoped, will only be temporary.

The University classes taken by students in the different centres vary considerably both in number and character. The control exercised in this respect is at the discretion of the Principals, and has little pretension to uniformity. In one centre, as stated in his report by the Principal, who adds that in the choice of subjects he has allowed the students unrestricted freedom, the range of subjects taken is so wide that "nearly all, if not all," of the subjects taught at the University college have been taken by some of the students. Such unrestricted freedom is not contemplated by the regulations, and it is difficult to see how it can consist with any convenient scheme of organization. At other centres the latitude permitted has evidently much narrower limits.

From the general return of the classes taken at the beginning of the year it appears that, apart from English, which is obligatory, though it may be taken in either year, and education, which is also an obligatory subject for the Class C certificate, the University classes taken by the greatest proportion of students were Latin, mathematics, mental science, and botany. The numbers taking these and other subjects of importance are given in Table B below, but classes in chemistry, geography, German, economics, history, mechanics, jurisprudence, and geology were also taken by one or more students under a total of twenty. In Christchurch the range of subjects covers twenty different classes, in Wellington thirteen, and in Auckland and Dunedin nine.

In Dunedin forty-five of the students in attendance are reported as having kept "terms" during the year at the University; in Wellington twenty-one are stated to have been pursuing a definite degree course, while thirty-four others succeeded in keeping one year's terms. For

Christchurch the information is not available in a similar form, but the fact that forty-one of the sixty-eight students in attendance at the close of the year had then kept first-, second-, or third-year terms sufficiently indicates the extent of the University connection. In Auckland apparently more difficulty is found in taking advantage of the opportunities given, only four women and six men being recommended by the Principal to try the dual work required. All but two of these succeeded in keeping terms (three subjects).

TABLE B.—Number of Students attending University Classes in the Chief Subjects, as returned in April, 1907.

Training College.	English.	Education.	Latin.	Mathematics.	Mental Science.	Botany.	Music.	French.	Biology.
Auckland	31	13	7	4	2	23	..	1	..
Wellington	56	47	33	21	11	25	..	3	6
Christchurch	50	52	40	28	7	7	29	13	16
Dunedin	38	42	31	8	37	..	..	9	..
Totals for 1907	175	154	111	61	57	55	29	26	22
Totals for 1906	147	107	71	74	39	..	32	25	62

In the concluding table (Table C) is given a comparative statement of the expenditure in connection with the training colleges during 1907.

TABLE C.—Expenditure during 1907 on Training Colleges.— Staffs and Allowances to Students.

—	Salaries of Staffs (including Normal and Model Schools).	Allowances to Students.				Total.
		Ordinary.	Lodging.	University Fees	Total.	
	£	£	£	£	£	£
Auckland	3,105	880	600	208	1,688	4,793
Wellington	3,181	1,744	1,533	476	3,753	6,934
Christchurch	3,032	1,772	1,275	921	3,968	7,000
Dunedin	3,096	1,878	1,276	585	3,739	6,835
Totals	12,414	6,274	4,684	2,190	13,148	25,562

G. Hogben,
Inspector-General of Schools.

No. 3.

REPORTS ON TRAINING COLLEGES IN OPERATION.

Report of the Principal of the Training College, Auckland (Mr. H. A. Milnes, B.Sc.).

Work for the year 1907 began on the 4th March, and ended on the 2nd December.

The new College is in process of being built, so that the two rooms used last year have been again utilised as a habitat. As the accommodation is strictly limited, it was possible to admit only eight first-year students; so that the numbers were twenty-eight second-year students and eight first-year students, the latter being all men. When the new College is built the numbers should easily increase to the regulation number of eighty.

As last year showed the wisdom of curtailing University degree work for all but the well-prepared, only four women and six men were recommended to try the dual work required, and all but two succeeded in keeping terms (in three subjects, as against two required at some of the other colleges).

The bulk of the students devoted their attention to the requirements of the C certificate. The subjects included in the College curriculum were as follows:—

Compulsory Subjects, Group I.

1. *Reading*, taken by the Principal.—Of the thirty-six students, only one had any idea of good reading, so this subject was made compulsory, though nearly all the students had already satisfied the Department's requirements for the D certificate. Not only was the enunciation and articulation bad, but the understanding of ordinary pieces of prose was deficient. The use of the dictionary, encyclopædias, or such books as Whitaker's Almanac or Brewer's "Dictionary of Phrase and Fable" for purposes of reference was unknown, while the knowledge of English literature was little short of lamentable. Only one student had read "The Cloister and the Hearth," and the great majority had not even heard the name. The course of literature taken at the University is confined to the study of two or three set books, so that the hour devoted to reading was utilised for dipping into English classics. To supplement this a voluntary reading circle was held every alternate Saturday night, from 7 to 9 p.m., at the College, when a selected pro-

gramme was gone through. These meetings were very well attended, and at any rate the names of several books were learnt for the first time.

In connection with these meetings our best thanks are due to Mrs. and Mr. Baume, M.P., and Professor Egerton, who kindly took part in the readings at various times.

2. *Writing*, taken by Mr. H. G. Cousins, M.A., Headmaster of the Normal School.

3. *Arithmetic*, taken by H. K. Burns, B.A., assistant in the Normal School.

4. *Vocal Music*, taken by H. Green, assistant in the Normal School.

Every class in the Normal School opens work with a song, and at suitable intervals during the school hours songs provide a change. All the students took their turn at conducting this work, and good progress was made.

From my limited observation I should say that this subject is the worst-taught of any in the Auckland schools, so that special attention was given to the instruction in it.

5. *Drawing*, taught by Mr. Harry Wallace, visiting master from the staff of the Auckland Technical School.—In the first year the students work at model, freehand, and blackboard work, to satisfy the requirements for the D certificate; but in the second year the time is devoted to (*a*) brushwork, (*b*) preparation of class copies, (*c*) further blackboard work. About thirty sets of copies, twenty in a set, have been prepared for practice in the latter branch. Each student is expected to learn by heart the thirty subjects, so that at any time in giving a lesson an illustration could be put on the blackboard at a moment's notice. The subjects are such as the annexed, and include (1) different kinds of armour, swords, halberds, helmets, &c.; (2) kinds of ships, galleons, gondola, &c.; (3) typical scenery, lake, mountain, river, iceberg, &c.; (4) bills and feet of typical birds—kiwi, &c. The scheme has been drawn up and is superintended by the Principal, two hours per week being devoted to it. The time is well spent, as facility on the blackboard is probably the teacher's most valuable asset.

6. *Human Physiology*, taken by Mr. A. J. Cottrell, M.A., M.Sc. (N.Z.), tutor.—This work has been very well done. By the use of the skeleton, slides, and the microscopes, and by actual dissections, an attempt has been made to give the students a thorough grip of the subject.

7. *Methods of Teaching*, taken by the Principal.

Group II, Compulsory.

8. *Principles and History of Education*, taken by the Principal.

9. *English Language and Literature*, taken by Professor Egerton.—All the students who took the C examination in this subject at the 1907 test were successful in passing. A gratifying feature was the fact that about 90 per cent. of the students applied for voluntarily, and were granted, permission to take a further course in English literature, although they had satisfied the requirements of the C examination.

Optional Subjects, Group III.

With the exception of the few students who were reading for a degree, no one was sufficiently well prepared to attempt any subject in this group.

Optional Subjects, Group IV.

25. *Botany*, taken by Professor Thomas.—A special class for practical work was organized for training-college students. The practical biology was very useful for the physiology also. As this subject was new to many of the students, the services of the tutor, Mr. Cottrell, in supplementing the lectures were invaluable.

26. *Physiology and Structure of the Body*, taken by Mr. A. J. Cottrell, tutor, as already mentioned.

27. *General Agriculture*.—As required by the regulations, a course in agriculture and nature-study was given by V. Jackson, B.A., instructor to the Auckland Technical School. The course occupied three weeks, and for that time all ordinary work was suspended. A plot of ground, part of the site for the new Technical School, was enclosed and prepared by the students, and regular observations of plant-growth taken.

Mr. Jackson's work is to be very highly commended. His lessons were a model in method, and his use of the blackboard was a revelation to most of the students.

Optional Subjects, Group V.

41. *Hygiene*, taken by Mr. A. J. Cottrell, tutor.

Optional Subjects, Group VI.

43. *Plain Cookery*, taken at the Newton East centre in connection with the Technical School.—All the women students took this course, and passed the examination of the City and Guilds of London Institute. Two or three, who failed at the first attempt, repeated the work, and succeeded in passing at the second attempt.

45. *Modelling in Plasticine*, taken by Mr. Harry Wallace.—The examination in this subject was held by Mr. Isaac, the Examiner for the Department, about six months after the course had been taken. Notwithstanding this, every student succeeded in passing the test. Many excellent relief models were made by the students in the course of their practical teaching for class use.

47. *Woodwork*, taken at the Chancery Street centre in connection with the Auckland Technical School.—The final examination of the City and Guilds of London Institute, prescribed by the Department, is too difficult in view of the time that can be spared for this work, so a special course was drawn up. In the first year the students learn the use of the various tools, by

suitable exercises; while in the second year models for school use were made. These were such as (1) Roman sword, (2) Norman shield, (3) Ancient British chariot, (4) drawbridge, portcullis, &c., (5) sedan-chair, (6) model of gasworks, &c., &c. These models are excellently made, and are invaluable to illustrate lessons; besides, the students learnt the lesson of adapting themselves to school requirements, and are not now afraid to venture out of the beaten path when illustrations are required.

Besides the above subjects taken for the C examination, classes were held in the following:—

1. *Elementary Science*, taken by Mr. A. J. Cottrell.—This work was entirely practical, and was most successfully carried out. The students worked on heuristic lines, following the excellent scheme outlined for public schools. In work like this much time is needed in the preparation of apparatus, and the necessity of having a special tutor for the work was amply demonstrated during the year. If the work is properly done each section takes at least five hours per week, and, as a section cannot include more than fifteen, it is obvious that the time required cannot be given by one of the school assistants. This, coupled with the teaching of physiology and hygiene and the supplementing of University lectures, provides ample work for a special tutor, and to have him removed would, if carried out, seriously cripple the College work. I want to very strongly show the necessity of not interfering with the very satisfactory arrangements at present existing.

2. *Physical Drill*, taken by the Principal.—One half-hour per day is devoted to this work, which comprises dumb-bell and Indian club exercises. The men students are required to change into athletic clothes—either flannels or football costume—and an effort is made to make them "sweat." Drilling in ordinary clothes, with a stand-up collar on, is an absurdity. As soon as the new College is built a costume for the women students will be decided upon, and much more active work required from them. I want to emphasize the importance of this branch of work. Good health means better work all round—it means happier lives; and happier teachers mean happier scholars. Any one not engaged in active exercise deteriorates mentally and physically, and if I can only imbue the students with the love of hygienic exercise and cold bathing I shall have done much to brighten the lot of the students and indirectly of those whom they will teach in due course.

3. *Ambulance and First Aid*.—The five lectures required by the St. John's Association were given voluntarily by Dr. Eleanor Baker to the women, and Dr. Dudley to the men. The bandage-work was taken by the Principal. This subject is a very useful one, for most of the students will go to backblocks schools, where doctors cannot be found, and so may be called upon to relieve suffering temporarily. All the students passed the examination, one in honours; and in the Secretary's report this sentence occurs: "The sergeant of the bearer company who examined your men in stretcher-work told me they were the best class he had ever examined."

4. *Swimming*, taken by the Principal.—Owing to the alterations in the Albert Street baths, which necessitated them being closed, very little practice was indulged in. All the men students can swim, but very few of the women. When the bath in the new College is ready an effort will be made to teach every student, and every scholar at a suitable age in the Normal School, to swim at least a length. A life-saving class will also be started.

Apart from the above time-table work, various social and athletic work was attempted. Visits of observation were paid to (1) the Kauri Timber Company's mill, (2) Warnock's Soap-factory and tannery, (3) the Farmers' Freezing Company's works, (4) the paper-mills at Riverhead, (5) the Manukau lighthouse, (6) Plummer's hat-factory, (7) the Sweated Industries Exhibition, (8) the Art Gallery, (9) the Avondale brickworks, &c. There were also visits to the tops of Mount Albert, Mount Wellington, and Mangere.

Social evenings were held on alternate Saturday nights, and dancing was taught to the beginners.

The three tennis-courts were in great demand, and everybody played as opportunity arose. Though voluntary, the playing of tennis was made an adjunct to the physical drill class. Matches were played with the Otahuhu and Papatoitoi teams, and a College championship was held at the end of the year, Miss J. Thorne winning the women's and Mr. H. Webster the men's competition. Photos of these two are to be hung in the respective common-rooms.

A hockey team for the men was begun, and a promising start was made. On the opening day the College team took part in a knock-out competition, and after three good games (twenty minutes each) won the final and a finely embroidered banner, which now graces the common-room. This was in open competition with six other teams.

Boxing classes were held twice a week by the Principal for the men. All attended.

Rifle-shooting—using the miniature range attached to the garrison drill-shed—was practised once a week under the supervision of Mr. Paterson, assistant in the Normal School.

The most successful social function held was a rendering of "The Rivals," in costume, by some of the students. Three performances had to be given, and the newspaper critics were very lavish in their praise. Considering that none of the performers had ever seen similar work on the stage, their representation was very creditable.

In the Intercollegiate Sports, held yearly, several members of the Training College took part as representatives of Auckland University College, and, speaking generally, our students take a prominent part in University life.

A very pleasing feature of work in connection with the College is the success that has attended the Normal School. Though placed in a district that is fast losing its population owing to migrations to the suburbs, the applicants for admission are greatly in excess of the accommodation. Particularly is this the case in the infants' department, where a list of applicants has to be kept to fill vacancies in rotation. The tone of the school is excellent, and the headmaster and staff deserve every praise. It is an accepted fact that in most practising-schools attached to training colleges there is a tendency for the children to play pranks with the students; but I have never seen the slightest attempt at anything of the kind here, even when students are left in sole charge of large classes without any supervision.

At stated periods throughout the year open days are held, when the parents are invited to come and see their children at work. These meetings are excellent for promoting good feeling between the parents and teachers, and they give us an opportunity of addressing the parents on points of interest, such as attendance, school badges, &c.

The school gardens, though at great disadvantage owing to fronting on a dust-laden road, have nevertheless improved greatly in appearance. The prizes for the best-kept gardens were presented by Mrs. Baume to the winners at the annual prize-giving held on the 16th December.

The terminal reports furnished to parents are greatly appreciated.

Twice a week classes are held for Indian-club instruction for girls after school hours, and the Principal and two students have enough enthusiasts to keep three sections of about twenty each at work. The walls of the school have been marked out for a modified game of fives, and the girls play with zest.

Practice in Teaching.

The great problem to be solved in connection with the Training College is how to provide sufficient practice for the students without unduly interfering with their courses of study. In an ideal college students would on entrance already have reached a sufficiently high standard of knowledge of the subjects to be taught, so that the whole of the time could be devoted to actual training in the art of teaching. Under existing conditions, however, the students are themselves ignorant of much they have to teach, so that concurrently with their technical training the studying for examinations has to go on. After very careful consideration, the most time that can be devoted to the actual practice of teaching is about two weeks per term—that is, six weeks per year—plus about two hours per week for watching a criticism lesson given by a student, or a model lesson by the Principal. This is twice the time allowed in the English training colleges, and yet for those students admitted under Division B is obviously not enough.

When a student's turn for school section comes, all lectures except those on school method are suspended, so that he can devote the whole of his energy to the task. The first week he teaches in the mornings and prepares the lessons in the afternoons; for the second week this is reversed, so that he is bound to take every lesson in turn. The preparation is done in a special room under the Principal's supervision. A plan of the lessons and proposed method of procedure is written out and submitted for criticism. Maps, models, diagrams, &c., are prepared beforehand. A good reference library is in the room, so that the student learns how to work when alone in the future. When the time comes the student takes sole charge of the class—marks the register, conducts all change of lessons, &c., just as he will when the College is left. The class-teacher supervises and makes a written criticism of each lesson in the student's preparation-book. As opportunity arises the Principal and headmaster go round the school from class to class, and supplement the class-teacher's criticism—a part of one lesson at least each day is criticized for each student. Besides the written criticism, the Principal sees personally each student at the end of the day's work for the purpose of talking over mistakes and offering suggestions. This plan allows six school sections in the two years, so that every student has the opportunity of working in turn in the Primers, in Standards I, II, III or IV, V or VI, and the model school, when the whole of the standards are taken together. In this way an attempt is made to give a general perspective view of the work of a school, so that students are fairly well prepared for taking sole charge of a backblocks school—the work they are almost all called upon to take up immediately after leaving College. The above is the general plan followed, but it is modified for Division B students, who in their first year spend most of their time on school section in observing the class-teachers, hearing model lessons, taking small sections of children, and generally in being shown how to teach. In addition to the above work, all the students have in turn taken a section of a class into the Domain for open-air nature-study work three or four times in the course of the year, and have also taken charge of the weekly magic-lantern lessons.

It has been decided to issue no testimonials to students until they have served two years in the schools after leaving College. Each year a special report is to be made on the work of the late student by one of the Inspectors, on a special form agreed upon by the Chief Inspector and the Principal. By combining these reports with the records kept of the two years spent in the College a testimonial will be issued that should carry weight.

General.

At present, owing to the number of students being below half the regulation limit, the staff is quite adequate. To expect a college of eighty students to be taught by one man, however, which is apparently what the regulations require, is not likely to lead to good results. The headmaster of the Normal School and the assistants have ample work in their proper spheres without being required to take odd subjects with the students. With their ordinary teaching, together with supervision of the students, the writing-up of criticisms, &c., their whole time should be fully occupied just as it is in any ordinary school of the same size. To require them to take in addition certain selected subjects with the students is, to put it plainly, "sweating" pure and simple. To give them a few pounds extra per year does not alter the matter, as they can only properly do a certain work per day, and to attempt to do more can only be a very qualified success. The teaching-work of the students is not done by the University professors, as was apparently expected when the regulations were drawn up. The students here, at any rate, are not up to the standard required for University work. There is too big a jump between Matriculation and the keeping of first year's terms, so that very little of the work required can be done at the University, and what is done requires very careful supplementing to make it effective. Hence at least one, and possibly two tutors are required, whose sole time can be devoted to lecturing in the various subjects at present taken by the staff of the Normal School, and to supervise private-study classes as occasion arises. In no other similar institution in the world that I have ever heard of—certainly not in the British Isles—is the attempt made to run a training college by means of a normal-school staff. It is a great pity to spoil a good ship for a barrel of tar, and an extra grant of £200 per year would make all the difference between mediocrity and real efficiency.

The only point not touched upon of great interest is the question of providing suitable lodging accommodation for students who are required to live away from home. It is exceedingly difficult, if not impossible, for students to get suitable accommodation, where the surroundings are conducive to work, at a rate within their means. From newspaper reports this problem is being solved at Wellington by the building of a hostel. This scheme will be watched with interest, and, if successful, a similar one will be pushed forward here.

The question of holding a special course for backblocks teachers was suggested by the Department in a letter of inquiry as to what was being done. It was decided not to hold one, for the following reasons: (1.) The Principal's time is very fully occupied at present, and any time devoted to such a scheme must of necessity be deducted from that given to the students in ordinary training. (2.) The regulations allow such backblocks teachers to come into the College for a course of one year's training, which is the least time in which anything but a mere smattering could be given. It is the personal contact that such teachers want more than anything. (3.) Holiday courses in nature-study and handwork are already taken by country teachers, under the auspices of the Technical School, and to take them from their schools for a further period would disorganize their schools seriously.

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, WELLINGTON (MR. WILLIAM GRAY, M.A., B.Sc.).

Enrolment and Classification.—The enrolment at the commencement of the year's work was 77 admitted in the regular way under Division A or B. During the year 4 more were admitted, 3 of them under the teacher's special clause—clause 11—and one transferred from the Christchurch Training College. This brought the total up to 81, though as a matter of fact not more than 80 were actually on the roll at any one time. The following figures show the numbers of students in the different divisions, and the number provided respectively by each of the educational districts represented by the College:—

1. Arranged according to terms of admission:—	M.	F.	Total.
Ex-pupil-teachers, Division A	9	41	50
Non-pupil-teachers, Division B	7	21	28
Teachers in actual service, clause 11	1	2	3
	17	64	81

2. Arranged according to year of training:—	M.	F.	Total.
Students in second year	12	34	46
Students in first year	4	28	32
Students from three to seven months	1	2	3
	17	64	81

3. Arranged according to districts:—	Ex-P.Ts.	Non-P.T.s.	Teachers.	Total.
Wellington	21	13	0	34
Wanganui	18	6	1	25
Hawke's Bay	9	1	0	10
Nelson	0	7	0	7
Marlborough	1	0	2	3
Grey	1	0	0	1
From Christchurch Training College	0	1	0	1
	50	28	3	81

In the number allotted to Wellington are included two or three whose homes are in other districts, but who have either served their apprenticeship, or have undertaken the last part of their school training in Wellington. Eventually, no doubt, these will settle in the districts to which they belong.

Scarcity of Men.—Probably the most striking fact disclosed in these figures is the small proportion of men students in the College. It has become a commonplace now that teaching has ceased to be attractive to men. There is no gainsaying the fact, seek to disguise it how we may. A larger proportion of men must be found; and I believe that it is the uncertainty of promotion rather than the smallness of the remuneration that at present warns off men whose natural instincts would otherwise lead them into a profession that offers the prize not of wealth, but of a life of untold usefulness and influence. A starting-point as good as is given in other lines of life, security of tenure, reasonable and fair promotion independent of accidental circumstances, a fair competence for old age and infirmity—given these—and surely they can be given—and it is almost certain that men of brain and heart will not be found wanting even in an age and in a land which offers so large inducements in other directions.

So far Taranaki has not been represented at all in the College by a single student A or B. Nelson, while strongly represented in its B students, has not furnished any under Division A. According to the departmental report of 1906, there are in Nelson twenty-five pupil-teachers, and in Taranaki twenty-four.

Need of Trained Teachers.—It may be noted here in passing that the total number of pupil-teachers in the employment of all the Education Boards in the Middle University District is 261. Counting three years (and this is probably too high) as the average length of the pupil-teacher's course, eighty-seven should complete every year. When it is considered that the highest number of ex-pupil-teachers admitted so far in any one year has been thirty-four, it will be understood that more than half of those who enter the profession by way of apprenticeship receive no further training than can be given them as pupil-teachers. When it is further borne in mind that, out of 916 adult teachers in the Middle University District, 229 have no examination status whatever, it will be abundantly evident that the need for bending all our energies towards improving the average status of our teachers is very urgent.

So far I have represented the needs of our primary schools. These are more insistent, and, I take it, more urgent, than those of the secondary schools. But a glance at the figures following will show that a very fair proportion of our students are setting their faces towards secondary work, and that the College is serving its purpose as a training-ground for secondary- as well as for primary-school teachers :—

4. *Secondary-school Teachers.*—Arranged according to University status :—

	M.	F.	Total.
M.A.	0	1	1
B.A.	1	5	6
First section B.A.	1	8	9
Sitting first section B.A.	1	4	5
Kept one year's terms	10	24	34

This list shows twenty-one students who are wholly or partially qualified to take positions in secondary and in district high schools. Add to this the number of graduates who pass into the secondary schools direct from the University, and we may conclude that the supply of teachers for secondary schools is not likely to fall short.

Duration of Period of Training.—The majority of the students enter with a view to a full two-years course of training, and it is advisable that they should. Only in exceptional cases has the one-year's course been agreed to. These cases hitherto have all come under Division A. I would suggest that, in the case of B students who have before entering gained the Master of Arts degree, and who could not conveniently prolong their period of training, a one-year's course might be accepted, provided that the major portion of the year of training be devoted to the practical side of the College work and to the study of the principles and history of education.

At the end of the year forty-six students retired, all of whom have completed a full two-years course. Some fifteen of them received appointments before the end of their term, and others have been appointed since, so that before long all who are eligible for appointment will have been settled. In seeking appointments the students have not limited their choice to their own district, but have applied irrespective of district for positions for which they were eligible and suitable. A certificate showing the courses of practical and theoretical instruction undertaken at the College and containing a general estimate of their proficiency in the art of teaching was awarded to all who had satisfactorily completed their course. A copy of the certificate is appended.

Winter School—Special Course for Selected Teachers.—In accordance with suggestions made in last year's report a special three-weeks course of instruction adapted to the needs of teachers working in localities removed from centres was arranged. The number of teachers to be selected was limited to twenty, apportioned to the various Boards thus : Wellington and Wanganui, 4 each ; Nelson and Hawke's Bay, 3 each ; Marlborough, Taranaki, Grey, and Westland, 2 each. Some of the Boards failed to provide their quota, and the final selection was made up as follows: Wellington and Wanganui, 5 each ; Nelson, 4 ; Marlborough and Grey, 3 each ; Hawke's Bay, 2. The travelling-expenses of those attending were defrayed by the Education Department. The course of work was framed chiefly with a view to the needs of teachers having sole charge in a small country school. It included :—

(1.) Instruction in the management of the country school.
(2.) Illustrative blackboard drawing.
(3.) A course dealing with records and experiments suitable for school-work in natural phenomena—wind, rain, &c.
(4.) Observation in the practising-school, more particularly in the country school and infant departments.
(5.) Educational handwork for junior classes.

The students undertook their work with zeal and enthusiasm, and their united testimony was that the contact for even so brief a time with the College was to them a great gain. They had received an impetus which would enable them to attack their own work with fresh spirit. Not a few of the twenty were teachers of considerable experience—men and women who had already done good service in their own district. Though it was not for such that the course was originally intended, yet I feel that for them, too, the opportunity of seeing the various teachers at work was a source of fresh light and inspiration. The advantage of such a course is not all on the side of the visiting teachers. The College itself is a great gainer in that it comes into closer touch with the actual needs of schools. To be occasionally brought face to face with the difficulties of those in actual service will enable us more effectually to plan our work for the students who will in time fill these places. I would recommend that, this year or next, a similar course be held either for the same class of teachers or for the assistants in two-teacher schools.

Extension Lectures.—In conjunction with the winter school a series of evening lectures was delivered in the College hall. The lectures were open to all teachers, to students, and to the general public, as well as to the visiting teachers. The subjects and lecturers were,—

The Greek Ideal of Education	Professor Rankine Brown, M.A.
The Study of English Literature ...	T. R. Fleming, Esq., M.A.
The Maori	A. Hamilton, Esq.
Insect-life in New Zealand	G. V. Hudson, Esq.
The Study of Natural Phenomena ...	Rev. D. C. Bates, M.A.
School Hygiene	Dr. Mason.

I wish to thank very heartily the lecturers for their ready response to my request for assistance in this matter. A hall well filled with an interested and appreciative audience of students and teachers was, I think, some small compensation for their generous services. Our thanks are also due to Mr. W. C. Davies who, at considerable personal inconvenience, undertook the lantern-work in connection with Mr. Hudson's lecture. I would recommend that this also, if possible, be made a permanent feature of our College work.

The small fee of 2s. 6d. charged for the outside public resulted in the raising of a sum of £10, to which the Board generously added a subsidy of the same amount. The total of £20 thus raised formed the nucleus of a fund for the better furnishing of the students' common-rooms. Needless to say, the result was greatly appreciated by the students.

Needs of the College in Building and Equipment.—The alterations and additions contemplated in the original plan of the Training College have now almost all been carried out, and from a year's work with a full College I am able to judge how nearly they meet the requirements in point of accommodation and equipment. The lecture-rooms give just enough accommodation and no more. The smaller one, which provides tables and chairs for only thirty, is occasionally uncomfortably full. The ladies' common-room requires additional lockers. One laboratory is not sufficient to provide for both students and scholars, and a second laboratory, to be specially adapted to the needs of the physiology and nature-study classes, is urgently needed. Provision should also be made for a Kindergarten Department. It is well to have this latter steadily in view; for if we have not yet arrived at the stage when we can embody the kindergarten in our State system (I mean as a department below the Infant Department) we have surely come to the point where such a department might be established in our Training College with a view to assist in the training of kindergarten teachers for the semi-private institutions already in existence. It is necessary, too, that the students, one and all, should have opportunity for observing and studying children at this an earlier period of their development. A beginning has been made with the equipment of the library and of the gymnasium, and I trust that by the end of the current year both these indispensable institutions will be in good going-order.

I would again urge the need of additional ground, and in this connection repeat what I said in my report last year: "The need of more spacious grounds is an urgent one, from the point of view alike of the educational work of the institution and of the recreation of the students and scholars; and if, as seems likely, the present is to be the permanent home of the Training College, no time should be lost in securing an adjacent section or sections, if such are obtainable. If the College is to serve adequately the needs of rural schools, a much larger area than is available at present should be at the disposal of the instructor in elementary agriculture."

University Work of Students.—The conditions of entrance to the Training College require that all students shall undertake some University classes. Such work is considered part of their training—not something added to it, but an integral part of it. Considered from the point of view of University work students may be arranged in two groups—(1) those who are aiming at a degree, and (2) those who are not. A glance at Table 4 shows that twenty-one students have been pursuing a definite degree course, while thirty-four others have succeeded in keeping one year's terms. Doubtless some of these will next year go a step further. Of the remaining twenty-five, the majority have passed in one or more subjects, some having aimed at keeping terms and having failed, others having aimed simply at passing in perhaps one subject each year. I have not so far urged unduly the matter of keeping terms, and in future, so far at least as probably one-third of the students are concerned, I shall recommend a reduction in the number of classes to be taken. Some students cannot profitably take more than one subject: others may take two: but in any case I feel sure that it will conduce to a much better all-round training that those who are not anxious to obtain a degree should undertake only what they can manage with ease and comfort. As is to be expected, the strain is greatest upon those who are definitely launched upon the degree course, and particularly upon the honours students, who of necessity have to devote much time to research-work. Hitherto I have aimed at letting all students have, as nearly as possible, a clear half-day to themselves. Those reading for degrees have always had more than this, so that in the matter of time for study our students are comparatively well off. I am forced to the conclusion that where undue strain is felt it is due, not to the amount of work attempted, but to the shortness of the University session, with the inevitable crowding of the work, and to the pressure of outside examinations. The University College attempts to teach in less than six months what might well be spread over eight or even nine, and when is added to this the fact that for the best part of two months—October and November—the student is in the throes of examinations, there is little wonder that even the strongest sometimes feel the strain.

Course of Practical Training.—Naturally the paramount interest of the student at the Training College is his teaching, and the methods, practice in drawing up plans and schemes of work, teaching special lessons, and taking part in preparation he has to make for this in his practical classes. Instruction in methods, discussion of continuous teaching—all these receive systematic and full treatment throughout the course of training. The general plan of practice followed during the past year was this: With first-year students an endeavour was made to introduce the students to the general principles underlying all method, and to the practical application of these in connection with the central subjects of instruction—number, language, and nature-study. Practice and observation were given in the standard classes and in the infant-room—in the latter only observation. With students of the second year the discussion and application of principles is continued, but here an attempt is made to get the student to specialise in the department for which he is most suited. Students aiming at secondary work are given most of their practice in that department: those specially fitted for infant-work are allotted more practice and observation in that department. Similarly with those to whom the country school seems the suitable sphere. All the students thus receive an insight into all departments; but at the same time they have their own special aptitude considered.

The various courses of instruction were apportioned among members of the staff as follows:—

General method: The Principal.
Physiography: Mr. J. C. Webb, B.A.
Secondary-school method and cardboard modelling: Mr. J. Caughley, M.A.
Physical and military drill and physiology: Mr. A. J. Cowles, B.A.
Nature-study and school method: J. Tamblyn, M.A.
Singing: Mr. J. K. Edie.
Infant-school method, model-drawing, brush drawing, and physical culture: Miss Fitch.
Blackboard drawing, modelling, paper-folding, and brick-building · Miss Sinclair, M.A.
Needlework and reading: Miss A. Hall.
Woodwork: Mr. E. Howe.
Cookery: Mrs. Nealy.

Teachers' Examination.—An almost inevitable part of the Training College work is preparation for the certificate examinations. Provision has to be made for some of the compulsory subjects of the D certificate such as sewing, singing, &c., and if possible arrangements are made to suit the needs of students in some of the C subjects, such as physiology and hygiene. It is reasonable to expect that at the end of his two-years course of training a student shall be well on the road towards his C certificate. The results of the recent examinations show that for the majority of the students this is not a difficult goal. Yet there are some for whom I think it would be possible to provide a certificate which would be of equal value with the C—a certificate more special in character, aiming particularly at securing more effective training in infant-room method. This certificate might be called the Infant School Certificate. It would be taken, as the C is, following the D certificate, and would rank as of equal value with C. In such a certificate a strong point would be made of the teachings of Pestalozzi and Froebel, of handworking, of music, of nature-study, and of English—special attention being given in the last subject to the literature for children. The student of the D certificate is sufficiently high for the requirements of school-work generally; and the substitution of such a certificate for C would furnish the most suitable goal for a great many of our women teacher-students.

Practising-school.—The practising-school, an essential and integral part of the College, continues under Mr. Webb and his staff to do good, sound educational work. I have watched very carefully the influence upon the scholars of the practice-work of the students: I have examined the various classes from time to time, and I am able to report that the interests of the scholars suffer little, if at all. In many respects they are the gainers. Fuller equipment, smaller classes, and the consequent closer individual supervision more than counteracts the distracting influences arising from the presence in the class-rooms of the students for their practice and observation. Mr. Tamblyn reports, and my examination confirms his report, that in the case of the country school-children progress has been well maintained. In the Secondary Department the continuous practice of the senior students has proved, under the guidance of Mr. Caughley, a source of strength, individual supervision being available where it is most required. The formal work in the Infant Department suffers a little: but if we could rid ourselves of the notion that little children under eight must be letter-perfect along certain lines, and lay hold on the saner one that fullness of active expression is to them a far greater gain, there would be cause of rejoicing rather than otherwise that the crystallizing process of formal work had been delayed for a year or two.

There have been no changes in the staff during the year. In the incoming year Miss Hall leaves for Europe on a well-earned furlough. The vacancy thus made is to be filled by Miss I. Wilton, one of our own students. One and all the members of the staff have worked with zeal and earnestness for the welfare alike of students and scholars.

I desire to thank the members of the Committee of Advice and of the Education Board for the interest they have manifested in the College work and in the students. The medals given by Captain Kebbell and by Mr. Allan for proficiency in military drill for the men and in physical drill for the women students were much appreciated, and evoked keen competitions. To the Secretary and staff of the Board for their ready response to the many demands made upon them from time to time my best thanks are due.

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, CHRISTCHURCH (MR. EDWIN WATKINS, B.A.).

Students in Attendance.—Of the students who were in attendance in 1906, 34 remained for a second year of training, 9 being males and 25 females. During 1907, 38 new students entered, 29 under Division A and 8 under Division B, and one young teacher came in under clause 11.

Of these, 8 were males and 30 females. This gave a total of 72, but of these, 4 withdrew before the completion of the year.

At the end of the Canterbury College year in October, 35 students passed an examination at that institution, of whom 9 gained credit mention and 2 obtained exhibitions. There were 3 failures, and 5 were absent from examination through illness. The students' studies, I may note, were considerably affected by the prevailing influenza epidemic.

Students' Studies.—The courses of study followed by the students have been much the same this year as last, Canterbury College having been taken advantage of to the fullest extent. The range of subjects taken has been very wide, nearly all, if not all, of the subjects taught at Canterbury College having been taken by some of our students; and in this choice of subjects I have allowed the students unrestricted freedom. In addition to the subjects taken at Canterbury College, the students have to take other subjects of study at the Training College, and in this part of the work our course has been amplified this year by the inclusion of physical culture, woodwork, practical agriculture, and experimental science and nature-study. The whole number of subjects taken by those students who aim at a University course and who have also to take the special professional subjects is so large that time is not available for doing some of the above-named ones and others as thoroughly as might be deemed advisable; for if the University subjects are to be done well enough to satisfy the University professors and lecturers, the other subjects cannot have the time and attention requisite for their successful treatment. At the same time it may be said that what is done in these subjects, though limited in extent, will enable the students to follow out more fully, later on, any of them that they may take in schools where they become responsible members of the staff. It is satisfactory to note that the important subject of cookery continues a popular one with the students; they take great interest in the work they do at the School of Domestic Instruction, and we may well hope that if facilities should, in the future, be afforded to teach the subject in the primary schools, they may be found qualified to undertake the work.

Teaching-practice.—Owing to the students having to carry on at the same time University studies and training in teaching, no little difficulty is found in arranging a scheme which will give students practice in teaching that shall be reasonably sufficient in the various subjects of the school standards and in the various stages of a child's school life. I have endeavoured to find out what methods are adopted in training colleges in other countries, and it seems to me that wherever courses of study and practice in teaching are carried on together, the practice in actual teaching is a weak point. The time given to actual teaching, or observation of teaching, in this Training College—viz., from three-quarters of an hour to an hour per day—is, I believe, more than is usually given in training colleges. This may be sufficient for the students of Division A, but I doubt whether it is enough for students of Division B (*i.e.*, those who have not been pupil-teachers), though they do some additional continuous teaching during Canterbury College vacations. And yet, if more teaching be required from the B students, it will militate largely against their being able to maintain their standing at Canterbury College. Of the B students, however, many give promise of becoming good teachers when they have had more practice with classes. Last year students all took their practice in teaching between 9 and 10 a.m., the subject taught at that hour being changed at intervals so that practice might be obtained in the various subjects of the school course. The classes of children were broken up into drafts at that hour, but for the rest of the day were, for the most part, left to the teachers of the permanent staff. This prevented the children's work suffering to any great extent, as it might do if the children were handed over for much of the day to the students. A change in the Canterbury College time-table prevented the continuance of this plan. Accordingly the students were divided, so that some took their teaching at one part of the day and others at another part. For the greater part of the year two "criticism lessons" per week are given in the presence of the whole body of students. Some objections have been raised against "criticism lessons," but they are included in most training-college schemes, and I regard them as a valuable part of the training-college course.

Although, here and there, the desire to give their energies to University work preponderates too largely, I am glad to say that on the whole the students have shown themselves in earnest in endeavouring to qualify themselves for their work as teachers.

Staff of Training College and Normal School.—Principal, Mr. Edwin Watkins, B.A.; tutor, Mr. Joseph H. Wilson, M.A.; headmaster and instructor in method, Mr. Christopher T. Aschman; headmistress and kindergartner, Miss Harriet E. Starkiss; first A.F. and instructor in needlework, Miss Gertrude M. Glanville; second A.M. and instructor in science, Mr. George H. White; third A.M., Mr. Wilfred W. Garton, B.A.; second A.F., Miss Ellen Grand; third A.F., Miss Annie Ansley; four A.F., Miss Elizabeth E. Bevin; master of Secondary School, Mr. James W. McIlraith, M.A.; master of Model School and instructor in agriculture, Mr. Michael J. Lynskey.

Statistics.

	M.	F.	Total.
Number of students remaining from 1906,—			
Division A	8	18	26
Division B	1	7	8
Total	9	25	34
Number of students who entered during 1907,—			
Division A	5	24	29
Division B	2	6	8
Under clause 11	1	0	1
Total	8	30	38

Number of students belonging to the College during 1907	17	55	72
Number who withdrew before the end of the year	3	1	4
Number in attendance in December, 1907	14	54	68
Examination status of students in December, 1907,—			
Not passed Matriculation	1	4	5
Passed Matriculation	13	50	63
Passed Canterbury College first year	4	10	14
Passed Canterbury College second year	6	14	20
Passed Canterbury College third year	2	5	7
Passed B.A. degree	1	2	3
Passed first section of degree	2	6	8
Examinations sat for in November, 1907,—			
M.A. degree	1	1	2
B.Sc. degree	0	1	1
Second section B.A.	2	5	7
First section B.A.	6	11	17
Departmental status,—			
Full B certificate	0	2	2
Full C certificate	0	3	3
Full D certificate	5	19	24
Partial C, or part of C	4	18	22
Partial D	4	17	21
Without classification	3	8	11

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, DUNEDIN (MR. D. R. WHITE, M.A.).

The following report summarises the chief facts in connection with the work of the Training College for the year 1907. The classes assembled in the first week in March, with the following attendances: Second year in class, 7 men and 34 women = 41; first-year students, 12 men and 27 women = 39: a total of 80 students, the maximum number permissible under the Training College Regulations. Of the second-year students, seven left towards the end of the session, taking service under the Education Board; one first-year student withdrew, thus leaving a total of 72 as the roll attendance at the end of the year.

The Attendance at University Classes.—All of the students attended one or more classes at the Otago University. The attendance at each class was as under: English, 37; mental science, 35; education, 39; Latin, 31; French, 8; mathematics, 8; physics, 1; mechanics, 1; and geology, 1. Many of the students secured first place in the University classes—for instance, of the ten first classes gained in mental science, eight were College students. Forty-five students kept terms. The number is not so large this year as last, quite a number failing in Latin. If we reckon subjects of instruction, there were 25 first-class and 59 second-class passes secured at the annual and terms examination. I think this is a very creditable result.

The following have presented themselves for University examinations: 14 for the first section of the B.A. degree, 1 for the B.A. degree, and 2 for the M.A. degree. This shows that the College students appreciate the privileges of proceeding to graduation.

Teacher's Certificate Examination.—For the 1907 examination the results were approximately as under:—

Full D certificate	25
Partial D certificate	18
Full C certificate	11
Partial C certificate	17
Passed in four subjects or fewer	5
Absent or failed	4
	80

The Course of Study and Training at the College and University.—A record of the successes at the University and at the departmental examination constitutes but one aspect of the work of the College; the other aspect, and that perhaps the more significant, is the practical training which the students receive in the art of teaching. The arrangement of the practical course must always be, I suppose, a source of anxiety and thought to the head of the College. Is the course the best possible? One is often led away on side issues—often tempted to exaggerate the value of this or that view of training. Looking at the full course of two years' training, I have tried to avoid the extremes that are implied in the words "theory" and "practice," "ideal" and "real" training. I have, in the past, often pointed with satisfaction to the fact that a student had given a great many lessons, had taught so many hours during the session, as if that were the best kind of training that I could give them. It is possible, however, that such a course of training introduces the student too early into the narrow life and routine of class-work: of that he will have quite enough experience after leaving the College.

Individual class-work no doubt has peculiar advantages—it familiarises the student with the real conditions under which his professional work will have to be carried out; but it is possible to overestimate the value of this kind of work. There is very much to be said for bringing under notice of students a higher standard of work, a more ideal conception of the treatment of the subjects taught; and this can best be done by increasing the number of model lessons given under proper direction and criticism, with fuller and more complete treatment than could be given in the daily lesson. Teaching is a progressive art, and as such the ideal must always be ahead of the real. Bearing these facts in mind, I have tried to keep a middle course, and, so far as I can judge, with very satisfactory results. In practical work and in lectures I have insistently pointed out the danger there is of falling into dead and stereotyped ways of dealing with the most living of all arts—the art of training the mind and the heart.

The curriculum of instruction in science for training colleges is, to my mind, not at all satisfactory. Physiology, psychology, agriculture, a course of public-school science, and a course of nature-study are obligatory. I do not say there is too much science, but too much of a kind not suitable for public-school teachers. The compulsory course of science is not concrete enough. I think that physiology as a science might well be relegated to a subordinate place in the curriculum. A few lessons on the nervous system in relation to mental phenomena are all that is necessary. Physiology is not at all a popular subject with students, nor, so far as I know, is it a good one for public-school classes. Besides, it is an isolated kind of science; not one that is readily correlated with other subjects. For these reasons I should prefer to see either chemistry, or physics, or botany made compulsory rather than physiology. The fundamental sciences, chemistry, physics, and botany, should have the first place in our science curriculum. What can a student do with a course of lessons on nature-study, mathematical geography, physiography, and agriculture if he has not been instructed in the first principles of the more important sciences, physics and chemistry? The present list of compulsory subjects in science for teachers' certificates is unsatisfactory. Chemistry and physics, or physics and botany, should take the place of physiology and agriculture. We should return to the science course we had years ago. I am convinced that the students leaving the College to-day are not so well equipped for the teaching of public-school science as they were ten years ago.

I have to thank Mr. Marshall, headmaster, and his staff for the ready assistance they have given me in carrying on the work of the College. Mr. Stewart, headmaster of the Model School, keeps at his work with untiring energy; his students fully appreciate the value of the training which they get in the Model School. Miss Haig's thorough work in the kindergarten and manual classes deserves recognition; and her supervision of the social life of the student has been of much service to me.

The visiting teachers are,—Miss Bressey, English; Miss Albert, sewing; Mr. Braik, singing; Mr. Hutton, drawing; and Mr. Hanna, gymnastics. They all carry out their duties with zeal and ability.

Approximate Cost of Paper.—Preparation, not given; printing (3,900 copies), £11 4s. 6d.

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Price 6d.]

The expenditure for the year 1907 was £9,779 13s. 1d., made up as follows:—

				£	s.	d.	£	s. d.	d.
Salary of Commanding Officer				310	0	0			
Clerical assistance				154	3	4			
Travelling-expenses of Commanding Officer				258	16	10			
							723	0	2
Capitation				1,607	0	0			
Arms, accoutrements, ammunition, &c.	£3,934	2	8						
Less recoveries	679	10	0						
				3,254	12	8			
Rent, &c., of rifle ranges				139	19	7			
Railway fares of cadet corps				292	1	8			
Training camps	£4,095	17	9						
Less recoveries	416	1	3						
				3,679	16	6			
Contingencies				83	2	6			
							9,056	12	11
Total							9,779	13	1

An illustrated manual of physical exercises is being supplied for general use in schools.

No. 2.

THE OFFICER COMMANDING THE NEW ZEALAND PUBLIC-SCHOOL CADETS to the Hon. the MINISTER OF EDUCATION.

SIR,—

Wellington, 1st May, 1908.

I have the honour to submit my annual report on the condition and efficiency of the cadet corps belonging to the various public schools.

Organization.—The public-school cadet battalions now number thirty-one, the Ohinemuri Battalion in the Auckland District having been organized during the year. The strength of the corps in the several Education Districts on the 31st March, 1908, was 15,183, an increase of 335 on that of the preceding year.

Inspection of Corps.—At the close of the camp at Christchurch in April, 1907, an inspection of the various corps in those districts unrepresented at that camp was taken in hand. These districts comprised Auckland, North Canterbury, South Canterbury, and Otago. Time, however, permitted, before the close of the year, the inspection of the Auckland and North Canterbury Districts only. The inspection of the corps in the remaining districts was undertaken during the early part of the present year.

The general smartness, both in drill and appearance, displayed by the rank and file in past years is still a prominent feature.

Equipment.—It is proposed to supply in future a model rifle, the mechanism of which is of a kind superior to that of the models at present on issue. A small supply of the new models has been ordered, for the purpose of replacing the old pattern of models first issued to the corps.

Ammunition.—The quality of the ammunition supplied continues to be of a very satisfactory nature. The supply for the current year has been ordered, and is now in the course of manufacture.

Results of the Shields Competitions.—The results of the competitions for 1907 are given in Table I. Compared with those for 1906 they show very considerable improvement.

Class Firing.—In this department of cadet work the best results since the inception of the movement were obtained during the past year. The Dannevirke North Cadets, with a strength of 113 cadets, produced no fewer than thirty-four marksmen, with scores ranging from sixty-four to eighty-one out of a possible eighty-four. A large number of badges was secured by other corps as well. This improvement in what is practically the most important feature of the movement is exceedingly gratifying.

Colonial Ammunition Company's Prizes.—The names of the winners are given in Table I.

The "Weekly Press" Prizes.—These prizes were competed for in December. In the North Island competition, which was inaugurated during the year, the winners were the Woodville District High School Cadets; while in the South Island on this occasion the Waimate District High School Cadets proved victorious. The original intention of the donors was that these prizes should be competed for by both the primary-school cadets and those of the district high schools. The disparity in the ages, however, made the contests very unequal, and with the approval of the donors it was decided to limit the competition to district high schools. The shields given by the Government are competed for by the cadet corps of the primary schools. This arrangement has met with the approval of all concerned.

Miniature Rifle Ranges.—The Government has decided to foster the cultivation of good shooting among the cadets by assisting in the erection of miniature rifle ranges. At these ranges the cadets will shoot from a distance of 25 yards, and a ·22 rifle will be used. The practice at these ranges will be, as far as possible, under natural conditions, so that it will serve as a preliminary introduction to the practice on the range.

Miniature Rifle (·310).—A further supply of this weapon, together with new barrels and spare parts, has been received from Westley Richards and Co. for issue when necessary.

Cadet Camps.—Since the close of the camp held at Christchurch Exhibition in April, 1907, the following battalions have undergone their week's training under canvas: The 1st and 3rd North Canterbury, the 3rd Wellington, the 3rd Wanganui, the 1st and 3rd Auckland, the Thames, and the Ohinemuri. The total strength of all ranks at these camps was 1,947.

The general conduct of the rank and file and their enthusiastic interest in all the duties pertaining to camp life were highly satisfactory. Several of the camps were visited by members of Education Boards and ministers of religion with the object of observing for themselves the conduct of the cadets and the nature of the training they received while in camp. Several ministers took up their quarters in camp, and assisted by holding divine service. The verdict of these gentlemen was that the benefit derived by the cadets from the camp training was undoubtedly valuable, while at the same time they expressed themselves highly pleased with their behaviour. The health of the cadets in camp was excellent, not one genuine case of sickness being reported. Thanks are due to the medical men who gave their serivces gratuitously. In some instances distances from twelve to twenty miles were travelled by them daily, and this practical manner of showing their interest in the movement was highly appreciated.

"Infantry Manual, 1905."—"The Infantry Manual, 1905" (Imperial) has been adopted by the Defence Council, with the proviso that all movements are to be carried out in single rank; and accordingly a manual on similar lines as far as squad, company, battalion, and ceremonial drill are concerned has been prepared for the use of public-school cadets. It is expected that the issue of this manual will be made shortly.

Cap-covers.—The Department has obtained a supply of these covers for use of cadets. They will be issued to corps at cost price.

"Lord Robert's Boys."—During the past year an invitation to send a competitor to represent the New Zealand public-school cadets at Bisley in August, 1908, was received from the Secretary of the organization known as "Lord Roberts's Boys." The distinction was conferred on Colour-sergeant Friar, of the Onehunga District High School, and in order to give assistance in the matter the Government made a grant of £50 towards the expenses. The Colonial Ammunition Company also assisted in a practical manner by presenting him with 1,000 rounds of ·303 ammunition, and at the same time with a ·22 Winchester repeater, together with the necessary ammunition.

Insurance against Fire.—All articles of Government and corps property are now insured against fire in the State Fire Insurance Department.

I have, &c.,
L. W. Loveday,
Lieut.-Colonel.

The following are the results for competitions for the Departmental and *Weekly Press* Shields respectively for 1907:—

TABLE I.—PUBLIC-SCHOOL CADETS CHALLENGE SHIELDS.—WINNING TEAMS' SCORES.

GOVERNMENT CHALLENGE SHIELDS (Competition open to other than District High Schools).

Rank and Name.	100 Yards (Standing Position).								150 Yards (Kneeling Position).								200 Yards (Lying Position).								Grand Totals.
	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	
NORTH ISLAND.—*No. 1 Company Dannevirke North.*																									
Lieutenant Miro Cowper ..	4	4	4	4	4	4	4	28	3	4	3	3	4	4	3	24	3	3	4	4	4	4	4	26	78
Colour-Sergeant Martin Neilsen	4	4	3	4	3	3	4	25	4	3	4	4	3	4	4	26	3	3	3	3	4	3	4	23	74
Corporal Claude Jennens ..	4	4	4	4	4	4	4	28	3	3	4	3	4	4	3	24	3	4	4	4	4	3	4	26	78
Corporal Jack Harrigan ..	4	4	4	3	3	3	3	24	3	4	3	4	4	4	4	26	4	4	3	4	4	3	4	26	76
Lance-Corporal Raymond Martin	4	4	4	4	4	4	4	28	4	4	3	3	4	4	3	25	3	3	3	3	3	3	4	22	75
Lance-Corporal Percy Brewer	4	3	4	3	4	4	3	25	4	3	3	3	4	4	4	25	4	4	3	4	4	3	3	25	75
Private Wilford Brogan ..	4	4	4	4	4	4	4	28	4	3	3	3	4	3	4	24	4	3	3	3	4	4	4	25	77
Private Charles Harrigan ..	3	4	4	4	4	4	4	27	3	2	4	3	4	3	4	23	3	4	4	4	4	3	2	24	74
Private Lyall Philip ..	3	4	3	3	4	4	4	25	3	3	4	3	4	4	4	25	3	3	2	3	4	3	2	20	70
Private Edward Brogan ..	4	4	4	4	3	4	4	27	4	3	4	4	3	4	3	25	4	3	3	3	3	3	4	23	75
Grand Totals ..	..	..	..	..	..	..	..	265	..	..	..	..	..	..	..	247	..	..	..	..	..	..	..	240	752
																									General average 75·2
SOUTH ISLAND.—*Oamaru North.*																									
Lieutenant Harold Pryor ..	4	3	4	3	4	4	4	26	4	3	4	3	4	4	4	26	3	3	4	3	3	4	2	22	74
Sergeant Robert Mackie ..	3	4	3	4	4	3	3	24	4	4	3	3	4	3	3	24	4	4	3	2	4	4	3	24	72
Sergeant George Ironsides ..	3	4	3	4	4	4	3	25	3	4	3	4	4	4	4	26	3	4	3	4	2	2	2	20	71
Sergeant William Ward ..	4	3	3	4	3	3	3	23	3	3	3	2	2	0	3	16	3	4	4	3	4	3	2	23	62
Sergeant James Douglas ..	4	4	3	3	3	3	3	23	4	3	4	3	2	3	3	22	3	3	3	3	3	3	4	22	67
Corporal Frank Tempero ..	4	4	3	4	4	4	3	26	4	4	4	4	3	3	3	25	4	4	3	2	4	4	3	24	75
Corporal Norman Cross ..	4	4	3	4	3	3	4	25	4	3	3	4	4	2	4	24	4	3	4	0	3	4	4	22	71
Corporal Frank Sinclair ..	4	3	4	4	4	3	3	25	3	4	4	4	4	3	3	25	4	3	3	3	0	4	3	20	70
Private Harold Peebles ..	4	4	4	4	3	3	4	26	4	4	3	3	4	4	4	26	4	3	3	4	4	2	3	23	75
Private Eric Pryor ..	4	4	3	4	3	3	3	24	3	4	3	3	3	4	3	23	3	2	3	2	3	4	4	21	68
Grand Totals ..	..	..	..	..	..	..	..	247	..	..	..	..	..	..	..	237	..	..	..	..	..	..	..	221	705
																									General average 70·5

"Weekly Press" Challenge Shields (Competition open to District High Schools only).

Rank and Name.	100 Yards (Standing Position).								150 Yards (Kneeling Position).								200 Yards (Lying Position).								Grand Total.
	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	
North Island—*Woodville.*																									
Lieutenant Frank Beagley ..	3	4	3	4	3	3	3	23	3	4	4	3	4	4	4	26	3	4	3	3	4	3	3	23	72
Private William Milne ..	3	3	3	3	4	4	3	23	4	4	3	4	4	3	4	26	3	4	3	3	3	3	3	22	71
Private Roderick Bennett ..	4	4	4	3	4	3	4	26	4	4	3	4	4	4	4	27	3	3	4	3	3	3	3	22	75
Private Cyril Brook ..	3	3	4	4	4	4	3	25	3	3	3	4	3	4	4	24	4	4	3	3	3	4	4	25	74
Private Roy Huston ..	4	4	3	4	2	4	4	25	3	3	3	4	4	4	4	25	4	4	4	3	3	4	4	26	76
Private Vernon Rapley ..	3	3	3	3	4	4	4	24	3	3	4	4	3	3	4	24	3	3	4	3	3	4	4	24	72
Private Harold Tyerman ..	4	3	4	3	3	3	4	24	3	3	4	4	4	4	4	26	4	4	4	4	4	4	4	28	78
Private Cuthbert Tyerman	3	4	4	3	3	4	4	25	3	3	4	4	4	4	3	25	4	4	3	3	3	3	3	23	73
Private Thomas Power ..	4	4	3	3	4	3	3	24	4	3	3	4	3	3	4	24	4	4	3	4	3	4	4	26	74
Bugler Allan Motley ..	4	3	3	3	3	3	3	22	3	3	4	3	4	3	4	24	3	4	4	4	3	4	3	25	71
Grand totals ..	..	..	..	..	..	..	..	241	..	..	..	..	..	..	..	251	..	..	..	..	..	..	..	244	736
																									General average 73·6
South Island—*Waimate.*																									
Colour-Sergeant E. Cameron	4	4	4	3	4	2	2	23	3	2	4	4	4	4	3	24	4	4	3	3	4	2	3	23	70
Sergeant R. Baxter ..	4	4	4	4	4	3	3	26	4	3	3	4	4	3	3	24	3	4	3	3	3	3	4	23	73
Sergeant J. Colbourne ..	4	3	3	4	4	2	3	23	4	4	4	4	4	3	3	26	4	4	3	4	4	4	4	27	76
Corporal C. Barclay ..	4	3	4	4	4	4	4	27	4	4	4	3	4	4	4	27	4	4	4	4	3	3	3	25	79
Private W. Coltman ..	3	4	3	2	3	3	3	21	3	3	3	4	4	4	4	25	4	3	4	4	4	4	4	27	73
Private A. Bell	2	3	3	3	3	4	4	22	3	3	4	4	2	4	3	23	4	3	4	3	4	3	4	25	70
Private A. Smith	4	3	4	3	4	2	4	24	4	4	3	3	4	4	3	25	4	3	3	3	3	3	3	22	71
Private J. Hayman ..	4	4	2	4	4	2	4	24	4	4	2	4	4	4	4	26	4	4	3	4	3	4	4	26	76
Private H. Hamilton ..	3	3	4	3	4	4	2	23	4	3	2	2	3	3	3	20	3	4	3	3	3	3	4	23	66
Private H. Nicholas ..	3	4	3	3	3	4	3	23	4	4	2	2	3	3	4	22	3	4	3	3	2	3	4	22	67
Grand totals ..	..	..	..	..	..	..	..	236	..	..	..	..	..	..	..	242	..	..	..	..	..	..	..	243	721
																									General average 72·1

RESULTS OF COMPETITION FOR "WEEKLY PRESS" SHIELDS.

Team: Ten boys. Shots: Seven at each of three ranges—100, 150, and 200 yards.
Open to District High Schools.

North Island.

	NAME OF CORPS.	SCORE (Possible, 840).
1.	Woodville No. 1 Company	736
2.	Onehunga ,,	725
3.	Stratford	652
4.	Levin	643
5.	Hutt	622
6.	Wanganui No. 1 Company	611

South Island.

	NAME OF CORPS.	SCORE (Possible, 840).
1.	Waimate	721
2.	Gore	692
3.	Pleasant Point	625
4.	Temuka	588
5.	Christchurch West	539
6.	Port Chalmers	532

RESULTS OF COMPETITION FOR NORTH AND SOUTH ISLAND GOVERNMENT SHIELDS.

Team: Ten boys. Shots: Seven at each of three ranges—100, 150, and 200 yards.
Open to Public Schools other than District High Schools.

North Island.

	NAME OF CORPS.	SCORE (Possible, 840).
1.	Dannevirke North No. 1 Company	752
2.	Te Aroha-Waihou-Morrinsville	639
3.	College St., Pal. N., No. 1 Company	624
4.	Featherston	613
5.	Dannevirke North No. 2 Company	573
6.	Wairoa	565

South Island.

	NAME OF CORPS.	SCORE (Possible, 840).
1.	Oamaru North	705
2.	Alexandra	680
3.	Timaru Main	657
	Kaitangata	657
5.	Kaikorai No. 1 Company	654
6.	Timaru South	640

RESULTS OF COMPETITIONS FOR THE COLONIAL AMMUNITION COMPANY'S CUPS.

Best shot at three ranges—100, 150, and 200 yards. (Possible, 84.)

Combined Districts of Auckland and Hawke's Bay.

		100 yds.	150 yds.	200 yds.	Total.
1.	Bugler John Morgan, Onehunga D.H.S.	28	28	24	80
2.	Pte. Harold Tyerman, Woodville D.H.S.	24	26	28	78
3.	Lieut. Miro Cowper, Dannevirke North, No. 1 Coy.	28	24	26	78
	Corpl. Claude Jennens, Dannevirke North, No. 1 Coy.	28	24	26	78

Combined Districts of Taranaki, Wanganui, and Wellington.

		100 yds.	150 yds.	200 yds.	Total.
1.	Pte. Walton, Levin D.H.S.	27	26	25	78
2.	Sergt. John Cuthbert, Stratford D.H.S.	24	26	23	73
3.	Pte. Henry Rix-Trott, Hutt D.H.S.	25	26	22	73

Combined Districts of Nelson, Marlborough, Grey, Westland, and North and South Canterbury.

		100 yds.	150 yds.	200 yds.	Total.
1.	Col.-Sergt. H. Mackenzie, Geraldine D.H.S.	27	24	28	79
2.	Sergt. J. Mackenzie, Geraldine D.H.S.	26	28	25	79
3.	Corpl. C. Barclay, Waimate D.H.S.	27	27	25	79

Combined Districts of Otago and Southland.

		100 yds.	150 yds.	200 yds.	Total.
1.	Sergt.-Major Eric Scott, Gore D.H.S.	28	27	25	80
2.	Pte. Fritz. Backholm, Alexandra	27	25	25	77
3.	Sergt. Arthur Marten, Gore D.H.S.	27	24	25	76

NOTE.—These results are made out in accordance with the rule that ties are decided by the highest score at the longest range; if still a tie, then by the highest score at the second-longest range.

Dannevirke North School No. 1 Company Cadets, Winners of the North Island Government Challenge Shield for 1907 with a Score of 752 out of a Possible 840—a Record for the Dominion.

To face p. 8 (1)

1908.
NEW ZEALAND.

Education Department,
Wellington, 19

EDUCATION:
PUBLIC-SCHOOL CADETS
(REPORT ON THE).

[In continuation of E.-1D, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THE Education Act provides that " in public schools provision shall be made for the instruction in military drill of all boys " ; and it is declared to be the duty of the Board in each district " to cause physical drill to be taught to all boys and girls over the age of eight years attending the public schools in the district." The number of children returned as receiving instruction in drill in the public schools of the Dominion at the end of the year was 137,404. The term " drill " here must be taken to include physical and disciplinary exercises.

There were on the 31st March, 1908, 185 cadet companies, 111 detachments, and 14 sections, with a total strength of 15,183 members, equipped with the " model rifles " (dummies) which have been imported by the Department for purposes of drill, and with a percentage of miniature Martini-Henry rifles for target practice. Details of the number of cadet companies in the several districts are given in Table IV. The number of battalions formed was 31.

At the end of the year the companies in the North and South Islands respectively, exclusive of those attached to district high schools, competed for two challenge shields presented by the Government. The conditions were that each competing squad should consist of ten cadets, all belonging to the same company or detachment; each company to have seven shots at 100 yards (standing), 150 yards (kneeling), and 200 yards (lying), the local range being used in each case. The North Island shield was won by the Dannevirke North No. 1 Company (Hawke's Bay) with a score of 752 out of a possible 840; the South Island shield was won by the Oamaru North Company (Otago) with a score of 705. Details of the scores of the first six companies in each Island are given in Table I. This table also contains the results of the competitions for the valuable prizes presented by the Weekly Press Company (Christchurch) and the Colonial Ammunition Company (Auckland).

During the summer of 1907–8 five camps were held, eight battalions, with a total strength of all ranks of 1,947, being represented. A capitation allowance of 3s. 6d. per head is provided by the Department towards the expenses of these camps, together with the loan of necessary equipment.

For the encouragement of rifle practice by the cadet companies in the Auckland Education District Mr. Henry Brett, proprietor of the *Evening Star*, Auckland, very generously presented the Department with a silver shield and medals. The Thames Battalion was presented by private benefactors with a belt, medals, and stars for competition by the cadets. As mentioned in previous reports, other districts have also received valuable prizes for local competition.

The expenditure for the year 1907 was £9,779 13s. 1d., made up as follows:—

		£ s. d.	£ s. d.
Salary of Commanding Officer		310 0 0	
Clerical assistance		154 3 4	
Travelling-expenses of Commanding Officer ...		258 16 10	
			723 0 2
Capitation		1,607 0 0	
Arms, accoutrements, ammunition, &c.	£3,934 2 8		
Less recoveries	679 10 0		
		3,254 12 8	
Rent, &c., of rifle ranges		139 19 7	
Railway fares of cadet corps		292 1 8	
Training camps	£4,095 17 9		
Less recoveries	416 1 3		
		3,679 16 6	
Contingencies		83 2 6	
			9,056 12 11
Total			9,779 13 1

An illustrated manual of physical exercises is being supplied for general use in schools.

No. 2.

The Officer Commanding the New Zealand Public-school Cadets to the Hon. the Minister of Education.

Sir,— Wellington, 1st May, 1908.

I have the honour to submit my annual report on the condition and efficiency of the cadet corps belonging to the various public schools.

Organization.—The public-school cadet battalions now number thirty-one, the Ohinemuri Battalion in the Auckland District having been organized during the year. The strength of the corps in the several Education Districts on the 31st March, 1908, was 15,183, an increase of 335 on that of the preceding year.

Inspection of Corps.—At the close of the camp at Christchurch in April, 1907, an inspection of the various corps in those districts unrepresented at that camp was taken in hand. These districts comprised Auckland, North Canterbury, South Canterbury, and Otago. Time, however, permitted, before the close of the year, the inspection of the Auckland and North Canterbury Districts only. The inspection of the corps in the remaining districts was undertaken during the early part of the present year.

The general smartness, both in drill and appearance, displayed by the rank and file in past years is still a prominent feature.

Equipment.—It is proposed to supply in future a model rifle, the mechanism of which is of a kind superior to that of the models at present on issue. A small supply of the new models has been ordered, for the purpose of replacing the old pattern of models first issued to the corps.

Ammunition.—The quality of the ammunition supplied continues to be of a very satisfactory nature. The supply for the current year has been ordered, and is now in the course of manufacture.

Results of the Shields Competitions.—The results of the competitions for 1907 are given in Table I. Compared with those for 1906 they show very considerable improvement.

Class Firing.—In this department of cadet work the best results since the inception of the movement were obtained during the past year. The Dannevirke North Cadets, with a strength of 113 cadets, produced no fewer than thirty-four marksmen, with scores ranging from sixty-four to eighty-one out of a possible eighty-four. A large number of badges was secured by other corps as well. This improvement in what is practically the most important feature of the movement is exceedingly gratifying.

Colonial Ammunition Company's Prizes.—The names of the winners are given in Table I.

The "Weekly Press" Prizes.—These prizes were competed for in December. In the North Island competition, which was inaugurated during the year, the winners were the Woodville District High School Cadets; while in the South Island on this occasion the Waimate District High School Cadets proved victorious. The original intention of the donors was that these prizes should be competed for by both the primary-school cadets and those of the district high schools. The disparity in the ages, however, made the contests very unequal, and with the approval of the donors it was decided to limit the competition to district high schools. The shields given by the Government are competed for by the cadet corps of the primary schools. This arrangement has met with the approval of all concerned.

Miniature Rifle Ranges.—The Government has decided to foster the cultivation of good shooting among the cadets by assisting in the erection of miniature rifle ranges. At these ranges the cadets will shoot from a distance of 25 yards, and a ·22 rifle will be used. The practice at these ranges will be, as far as possible, under natural conditions, so that it will serve as a preliminary introduction to the practice on the range.

Miniature Rifle (·310).—A further supply of this weapon, together with new barrels and spare parts, has been received from Westley Richards and Co. for issue when necessary.

Cadet Camps.—Since the close of the camp held at Christchurch Exhibition in April, 1907, the following battalions have undergone their week's training under canvas: The 1st and 3rd North Canterbury, the 3rd Wellington, the 3rd Wanganui, the 1st and 3rd Auckland, the Thames, and the Ohinemuri. The total strength of all ranks at these camps was 1,947.

The general conduct of the rank and file and their enthusiastic interest in all the duties pertaining to camp life were highly satisfactory. Several of the camps were visited by members of Education Boards and ministers of religion with the object of observing for themselves the conduct of the cadets and the nature of the training they received while in camp. Several ministers took up their quarters in camp, and assisted by holding divine service. The verdict of these gentlemen was that the benefit derived by the cadets from the camp training was undoubtedly valuable, while at the same time they expressed themselves highly pleased with their behaviour. The health of the cadets in camp was excellent, not one genuine case of sickness being reported. Thanks are due to the medical men who gave their serivces gratuitously. In some instances distances from twelve to twenty miles were travelled by them daily, and this practical manner of showing their interest in the movement was highly appreciated.

"Infantry Manual, 1905."—"The Infantry Manual, 1905" (Imperial) has been adopted by the Defence Council, with the proviso that all movements are to be carried out in single rank; and accordingly a manual on similar lines as far as squad, company, battalion, and ceremonial drill are concerned has been prepared for the use of public-school cadets. It is expected that the issue of this manual will be made shortly.

Cap-covers.—The Department has obtained a supply of these covers for use of cadets. They will be issued to corps at cost price.

"Lord Robert's Boys."—During the past year an invitation to send a competitor to represent the New Zealand public-school cadets at Bisley in August, 1908, was received from the Secretary of the organization known as "Lord Roberts's Boys." The distinction was conferred on Colour-sergeant Friar, of the Onehunga District High School, and in order to give assistance in the matter the Government made a grant of £50 towards the expenses. The Colonial Ammunition Company also assisted in a practical manner by presenting him with 1,000 rounds of ·303 ammunition, and at the same time with a ·22 Winchester repeater, together with the necessary ammunition.

Insurance against Fire.—All articles of Government and corps property are now insured against fire in the State Fire Insurance Department.

I have, &c.,
L. W. Loveday,
Lieut.-Colonel.

The following are the results for competitions for the Departmental and *Weekly Press* Shields respectively for 1907:—

TABLE I.—PUBLIC-SCHOOL CADETS CHALLENGE SHIELDS.—WINNING TEAMS' SCORES.

GOVERNMENT CHALLENGE SHIELDS (Competition open to other than District High Schools).

Rank and Name.	100 Yards (Standing Position).								150 Yards (Kneeling Position).								200 Yards (Lying Position).								Grand Totals.
	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	
NORTH ISLAND.—*No. 1 Company Dannevirke North.*																									
Lieutenant Miro Cowper ..	4	4	4	4	4	4	4	28	3	4	3	3	4	4	3	24	3	3	4	4	4	4	4	26	78
Colour-Sergeant Martin Neilsen	4	4	3	4	3	3	4	25	4	3	4	4	3	4	4	26	3	3	3	3	4	3	4	23	74
Corporal Claude Jennens ..	4	4	4	4	4	4	4	28	3	3	4	3	4	4	3	24	3	4	4	4	4	3	4	26	78
Corporal Jack Harrigan ..	4	4	4	3	3	3	3	24	3	4	3	4	4	4	4	26	4	4	3	4	4	3	4	26	76
Lance Corporal Raymond Martin	4	4	4	4	4	4	4	28	4	4	3	3	4	4	3	25	3	3	3	3	3	3	4	22	75
Lance-Corporal Percy Brewer	4	3	4	3	4	4	3	25	4	3	3	3	4	4	4	25	4	4	3	4	4	3	3	25	75
Private Wilford Brogan ..	4	4	4	4	4	4	4	28	4	3	3	3	4	3	4	24	4	3	3	3	4	4	4	25	77
Private Charles Harrigan ..	3	4	4	4	4	4	4	27	3	2	4	3	4	3	4	23	3	4	4	4	4	3	2	24	74
Private Lyall Philip ..	3	4	3	3	4	4	4	25	3	3	4	3	4	4	4	25	3	3	2	3	4	3	2	20	70
Private Edward Brogan ..	4	4	4	4	3	4	4	27	4	3	4	4	3	4	3	25	4	3	3	3	3	3	4	23	75
Grand Totals ..	..	..	..	..	..	..	..	265	..	..	..	..	..	..	..	247	..	..	..	..	..	..	..	240	752
																									General average 75·2
SOUTH ISLAND.—*Oamaru North.*																									
Lieutenant Harold Pryor ..	4	3	4	3	4	4	4	26	4	3	4	3	4	4	4	26	3	3	4	3	3	4	2	22	74
Sergeant Robert Mackie ..	3	4	3	4	4	3	3	24	4	4	3	3	4	3	3	24	4	4	3	2	4	4	3	24	72
Sergeant George Ironsides ..	3	4	3	4	4	4	3	25	3	4	3	4	4	4	4	26	3	4	3	4	2	2	2	20	71
Sergeant William Ward ..	4	3	3	4	3	3	3	23	3	3	3	2	2	0	3	16	3	4	4	3	4	3	2	23	62
Sergeant James Douglas ..	4	4	3	3	3	3	3	23	4	3	4	3	2	3	3	22	3	3	3	3	3	3	4	22	67
Corporal Frank Tempero ..	4	4	3	4	4	4	3	26	4	4	4	4	3	3	3	25	4	4	3	2	4	4	3	24	75
Corporal Norman Cross ..	4	4	3	4	3	3	4	25	4	3	3	4	4	2	4	24	4	3	4	0	3	4	4	22	71
Corporal Frank Sinclair ..	4	3	4	4	4	3	3	25	3	4	4	4	4	3	3	25	4	3	3	3	0	4	3	20	70
Private Harold Peebles ..	4	4	4	4	3	3	4	26	4	4	3	3	4	4	4	26	4	3	3	4	4	2	3	23	75
Private Eric Pryor ..	4	4	3	4	3	3	3	24	3	4	3	3	3	4	3	23	3	2	3	2	3	4	4	21	68
Grand Totals ..	..	..	..	..	..	..	..	247	..	..	..	..	..	..	..	237	..	..	..	..	..	..	..	221	705
																									General average 70·5

"WEEKLY PRESS" CHALLENGE SHIELDS (Competition open to District High Schools only).

Rank and Name.	100 Yards (Standing Position).								150 Yards (Kneeling Position).								200 Yards (Lying Position).								Grand Total.
	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	
NORTH ISLAND—*Woodville.*																									
Lieutenant Frank Beagley..	3	4	3	4	3	3	3	23	3	4	4	3	4	4	4	26	3	4	3	3	4	3	3	23	72
Private William Milne ..	3	3	3	3	4	4	3	23	4	4	3	4	4	3	4	26	3	4	3	3	3	3	3	22	71
Private Roderick Bennett ..	4	4	4	3	4	3	4	26	4	4	3	4	4	4	4	27	3	3	4	3	3	3	3	22	75
Private Cyril Brook ..	3	3	4	4	4	4	3	25	3	3	3	4	3	4	4	24	4	4	3	3	3	4	4	25	74
Private Roy Huston ..	4	4	3	4	2	4	4	25	3	3	3	4	4	4	4	25	4	4	4	3	3	4	4	26	76
Private Vernon Rapley ..	3	3	3	3	4	4	4	24	3	3	4	4	3	3	4	24	3	3	4	3	3	4	4	24	72
Private Harold Tyerman ..	4	3	4	3	3	3	4	24	3	3	4	4	4	4	4	26	4	4	4	4	4	4	4	28	78
Private Cuthbert Tyerman	3	4	4	3	3	4	4	25	3	3	4	4	4	4	3	25	4	4	3	3	3	3	3	23	73
Private Thomas Power ..	4	4	3	3	4	3	3	24	4	3	3	4	3	3	4	24	4	4	3	4	3	4	4	26	74
Bugler Allan Motley ..	4	3	3	3	3	3	3	22	3	3	4	3	4	3	4	24	3	4	4	4	3	4	3	25	71
Grand totals ..	..	..	..	..	..	..	..	241	..	..	..	..	..	..	..	251	..	..	..	..	..	..	..	244	736 General average 73·6
SOUTH ISLAND—*Waimate.*																									
Colour-Sergeant E. Cameron	4	4	4	3	4	2	2	23	3	2	4	4	4	4	3	24	4	4	3	3	4	2	3	23	70
Sergeant R. Baxter ..	4	4	4	4	4	3	3	26	4	3	3	4	4	3	3	24	3	4	3	3	3	3	4	23	73
Sergeant J. Colbourne ..	4	3	3	4	4	2	3	23	4	4	4	4	4	3	3	26	4	4	3	4	4	4	4	27	76
Corporal C. Barclay ..	4	3	4	4	4	4	4	27	4	4	4	3	4	4	4	27	4	4	4	4	3	3	3	25	79
Private W. Coltman ..	3	4	3	2	3	3	3	21	3	3	3	4	4	4	4	25	4	3	4	4	4	4	4	27	73
Private A. Bell	2	3	3	3	3	4	4	22	3	3	4	4	2	4	3	23	4	3	4	3	4	3	4	25	70
Private A. Smith	4	3	4	3	4	2	4	24	4	4	3	3	4	4	3	25	4	3	3	3	3	3	3	22	71
Private J. Hayman ..	4	4	2	4	4	2	4	24	4	4	2	4	4	4	4	26	4	4	3	4	3	4	4	26	76
Private H. Hamilton ..	3	3	4	3	4	4	2	23	4	3	2	2	3	3	3	20	3	4	3	3	3	3	4	23	66
Private H. Nicholas ..	3	4	3	3	3	4	3	23	4	4	2	2	3	3	4	22	3	4	3	3	2	3	4	22	67
Grand totals ..	..	..	..	..	..	..	..	236	..	..	..	..	..	..	..	242	..	..	..	..	..	..	..	243	721 General average 72·1

RESULTS OF COMPETITION FOR "WEEKLY PRESS" SHIELDS.

Team: Ten boys. Shots: Seven at each of three ranges—100, 150, and 200 yards.
Open to District High Schools.

North Island. Name of Corps.	Score (Possible, 840).	*South Island.* Name of Corps.	Score (Possible, 840).
1. Woodville No. 1 Company	736	1. Waimate	721
2. Onehunga ,,	725	2. Gore	692
3. Stratford	652	3. Pleasant Point	625
4. Levin	643	4. Temuka	588
5. Hutt	622	5. Christchurch West	539
6. Wanganui No. 1 Company	611	6. Port Chalmers	532

RESULTS OF COMPETITION FOR NORTH AND SOUTH ISLAND GOVERNMENT SHIELDS.

Team: Ten boys. Shots: Seven at each of three ranges—100, 150, and 200 yards.
Open to Public Schools other than District High Schools.

North Island. Name of Corps.	Score (Possible, 840).	*South Island.* Name of Corps.	Score (Possible, 840).
1. Dannevirke North No. 1 Company	752	1. Oamaru North	705
2. Te Aroha-Waihou-Morrinsville	639	2. Alexandra	680
3. College St., Pal. N., No. 1 Company	624	3. { Timaru Main	657
4. Featherston	613	{ Kaitangata	657
5. Dannevirke North No. 2 Company	573	5. Kaikorai No. 1 Company	654
6. Wairoa	565	6. Timaru South	640

RESULTS OF COMPETITIONS FOR THE COLONIAL AMMUNITION COMPANY'S CUPS.

Best shot at three ranges—100, 150, and 200 yards. (Possible, 84.)

Combined Districts of Auckland and Hawke's Bay.

	100 yds.	150 yds.	200 yds.	Total.
1. Bugler John Morgan, Onehunga D.H.S.	28	28	24	80
2. Pte. Harold Tyerman, Woodville D.H.S.	24	26	28	78
3. { Lieut. Miro Cowper, Dannevirke North, No. 1 Coy.	28	24	26	78
{ Corpl. Claude Jennens, Dannevirke North, No. 1 Coy.	28	24	26	78

Combined Districts of Taranaki, Wanganui, and Wellington.

	100 yds.	150 yds.	200 yds.	Total.
1. Pte. Walton, Levin D.H.S.	27	26	25	78
2. Sergt. John Cuthbert, Stratford D.H.S.	24	26	23	73
3. Pte. Henry Rix-Trott, Hutt D.H.S.	25	26	22	73

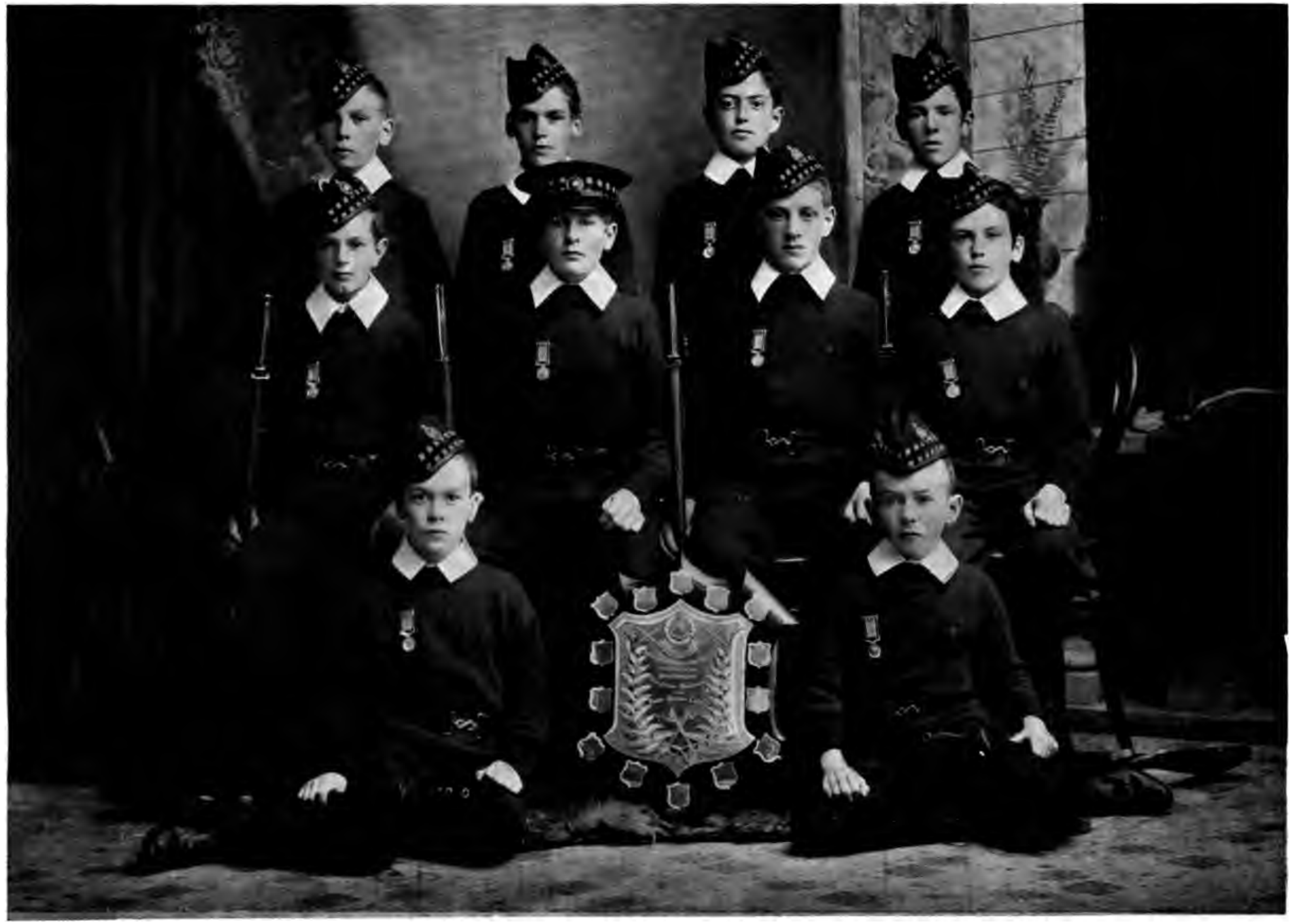
Combined Districts of Nelson, Marlborough, Grey, Westland, and North and South Canterbury.

	100 yds.	150 yds.	200 yds.	Total.
1. Col.-Sergt. H. Mackenzie, Geraldine D.H.S.	27	24	28	79
2. Sergt. J. Mackenzie, Geraldine D.H.S.	26	28	25	79
3. Corpl. C. Barclay, Waimate D.H.S.	27	27	25	79

Combined Districts of Otago and Southland.

	100 yds.	150 yds.	200 yds.	Total.
1. Sergt.-Major Eric Scott, Gore D.H.S.	28	27	25	80
2. Pte. Fritz. Backholm, Alexandra	27	25	25	77
3. Sergt. Arthur Marten, Gore D.H.S.	27	24	25	76

NOTE.—These results are made out in accordance with the rule that ties are decided by the highest score at the longest range; if still a tie, then by the highest score at the second-longest range.



DANNEVIRKE NORTH SCHOOL NO. 1 COMPANY CADETS, WINNERS OF THE NORTH ISLAND GOVERNMENT CHALLENGE SHIELD FOR 1907 WITH A SCORE OF 752 OUT OF A POSSIBLE 840—A RECORD FOR THE DOMINION.

To face p. 8 (1)

OAMARU NORTH SCHOOL COMPANY CADETS, WINNERS OF THE SOUTH ISLAND GOVERNMENT CHALLENGE SHIELD FOR 1907 WITH A SCORE OF 705 OUT OF A POSSIBLE 840.

To face p. 6 (2).

TABLE II.—BATTALIONS WHICH WENT INTO CAMP DURING YEAR 1907-8.

Names of Battalions.	Staff.					Captains.	Lieutenants.	Colour-sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Totals.
	Majors.	Adjutants.	Quartermasters.	Sergeants-major.	Quartermaster-Sergeants.								
1st North Canterbury... ...	1	1	1	1	1	9	12	8	33	26	8	292	393
3rd North Canterbury ...	1	1	1	1	1	6	7	10	28	27	10	302	395
3rd Wellington	1	1	...	...	1	6	4	6	22	24	10	245	320
1st Auckland ...	1	...	...	...	...	2	3	2	9	11	4	137	169
3rd Auckland	1	...	...	...	...	2	1	3	10	13	5	141	176
Thames	1	1	1	...	...	4	6	4	13	16	3	87	136
Ohinemuri	1	1	...	...	...	4	4	4	15	17	4	158	208
3rd Wanganui	1	1	1	...	1	3	3	3	12	13	7	105	150
Grand totals ...	8	6	4	2	4	36	40	40	142	147	51	1,467	1,947

TABLE III.—WINNERS OF THE DISTRICT MEDALS FOR 1907.

District.	Rank and Name.	Town.	Number of Points. (Possible score 84.)
Auckland	Private J. Priestley ...	Onehunga	76
Hawke's Bay ...	Private H. Tyerman ...	Woodville	82
Taranaki	Lance-Corporal A. Sangster	Stratford	76
Wanganui ...	Bugler G. Pettigrew ...	Wanganui	76
Wellington ...	Private W. Sievers ...	Carterton	74
North Canterbury ...	Private O. Josling ...	Rangiora	72
South Canterbury	Private H. Shiers ...	Geraldine	76
Marlborough ...	Private C. Olssen ...	Picton	73
Nelson ...	Private H. Sowman ...	Nelson	72
Grey	Lieutenant F. Smith ...	Greymouth	65
Westland	Corporal J. Hanrahan ...	Hokitika	73
Otago	Bugler W. Harvey ...	North East Valley	74
Southland ...	Sergeant A. Martin ...	Gore	82

TABLE IV.—NUMBER of RECOGNISED PUBLIC-SCHOOL CADET CORPS in the several Education Districts of the Dominion on the 31st March, 1908, and their Respective Strengths.

Education Districts.	No. of Companies, Detachments, and Sections.	Captains.	First Lieutenants.	Second Lieutenants.	Colour-sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Total of all Ranks.	Grand Total.
Auckland	64	38	64	7	38	165	179	40	2,680	3,211	
Hawke's Bay	36	16	36	...	16	88	84	16	1,380	1,636	
Taranaki	13	6	13	...	6	32	31	6	427	521	
Wellington	37	27	35	1	26	98	114	26	1,579	1,906	
Wanganui	32	21	31	1	21	83	94	21	1,229	1,501	
	182	108	179	9	107	466	502	109	7,295	8,775	8,775
North Canterbury	27	19	24	2	19	73	84	20	1,210	1,451	
South Canterbury	9	7	9	...	7	25	30	7	413	498	
Grey	8	3	8	...	3	19	17	3	258	311	
Nelson	20	9	18	4	9	46	47	9	803	945	
Otago	44	31	41	2	31	114	135	31	1,859	2,244	
Southland	9	8	9	1	8	26	33	8	406	499	
Westland	2	1	2	1	1	5	5	1	123	139	
Marlborough	8	4	5	1	4	16	17	4	239	290	
Chatham Islands	1	1	...	...	...	2	1	...	27	31	
	128	83	116	11	82	326	369	83	5,338	6,408	6,408
Grand totals	310*	191	295	20	189	792	871	192	12,633	15,183	15,183

* Of this number there were 185 companies, 111 detachments, and 14 sections.

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NEW ZEALAND.

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EDUCATION:
NATIVE SCHOOLS.

[In continuation of E.-2, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

The number of Maori village schools in operation at the end of 1907 was ninety-nine, as against one hundred at the end of 1906. Four new schools were opened during the year—viz., Rawhitiroa, near Raglan; Waikare, Bay of Islands; Reporua, on the East Coast; and Motuti, in the Hokianga district. During the year the schools at Turanganui (Wellington District), Waimana and Kokako (in Urewera country), Whangape (in Hokianga district), and Waikawa (in Marlborough) were closed, while Wairau School was transferred to the Marlborough Education Board. The new schools reported last year as being in hand—viz., Tuhara, Mataora Bay, and Wharekawa—have been completed. Suitable buildings are to be erected shortly at Waikare and Reporua, while arrangements are in hand to provide for Matihetihe, Rakaunui, and Motiti Island.

The number of children on the roll of the schools at the end of December, 1907, was 4,183, as against 4,174 of the previous year. Epidemics of sickness have interfered with the regularity of the attendance, while most of the children in the Tuhoe schools have been withdrawn. The average attendance shows, therefore, a decrease, being 3,561, as against 3,607 in 1906, there being also a difference of 2·8 per cent. in the percentage of regularity. Several schools attained very high percentages of attendance, one, indeed, reaching practically 100 per cent. The past ten years show a very noteworthy increase in the number of children in Maori schools. At the end of 1897 there were 2,864 children attending seventy-seven schools. Since then there has been an increase of 1,319, or 46 per cent., while there are over twenty more schools. This points to the increasing desire for education amongst the Maori race.

In addition to the Native village schools, there are six Native mission schools at which primary instruction is given to Maori children, while secondary education is provided for by six boarding-schools under the control of the various Church authorities. One hundred and forty-nine Maori boys and 125 girls were on the rolls of these schools at the end of the year. The Department's officers inspect and examine yearly both the mission schools and the boarding-schools, the latter of which afford, through a free place or scholarship system, the present means of giving secondary education to children of Native schools. One hundred scholarships were being held at the end of 1907, of which forty were held by boys and the remainder by girls. Maori boys attending public schools may also, under regulations, be granted scholarships of this kind, and two were being held at the end of the year. Further, six Maori boys from Native schools and one from a public school were holding industrial scholarships and working as apprentices at various trades.

Six Maori girls are receiving training at various hospitals, with a view to their working as nurses among their own people; three of these are probationers on the hospital staff, and the others are day-pupils attending the hospitals as pupils from one or other of the boarding-schools. Three University scholarships are being held at present, one in Law, one in Arts, and one in Medicine.

The number of workshops in the village schools is now twelve, two having been closed; two more will be opened shortly. There has been an increase also in the number of schools at which instruction in domestic duties is given, and elementary practical agriculture now forms a subject of instruction in Native schools, at many of which school gardens have been established.

The Native-schools code has been revised, the syllabus of instruction being amended so as to approximate to that of the public schools. It is expected that the compilation of the code in its complete form will be published shortly.

The total expenditure during the year, including £97 1s. 8d. paid from Native school reserves and £800 from the Tauranga Educational Reserves Fund, was £31,783 8s. 7d. Deducting recoveries, £291 4s. 3d., the result is a net expenditure of £31,492 4s. 4d., as against £29,681 in 1906. Included in this amount is £3,340 for new buildings and additions and £2,627 for secondary education, including boarding-school fees for holders of scholarships from village schools, University scholarships, and apprenticeships. The new scale of staffs and salaries has caused an increase of £3,653 in the expenditure on this account. Part of this increase is, however, to be accounted for by the fact that in cases where through the operation of the new scale a reduction in salary would have been effected the salary was kept up, for one year, to the former rate.

The staffs of the village schools included eighty-one masters, nineteen mistresses in charge, 107 assistants, and three sewing-teachers.

Of the 4,183 children attending Native schools at the end of 1907, 78·8 were Maori or nearly Maori, 7·9 were half-castes speaking Maori in their homes, 3·4 were half-castes or nearly so speaking English in their homes, and 9·9 per cent. were Europeans.

At the end of the year there were in the preparatory classes 1,711 children; in Standard I, 561; Standard II, 581; Standard III, 530; Standard IV, 422; Standard V, 254; and Standards VI–VII, 124. Of the Maori children in the highest standards, one gained a certificate of proficiency and six certificates of competency during the year. There were 418 European children in Native schools, of whom 292 were in various standard classes, fifty being in Standards VI and VII. Six certificates of proficiency and five of competency were gained by European children in these classes during the year.

Of the 3,988 children of Maori or mixed race attending public schools, 60·7 per cent. were of Maori race, 5·9 per cent. were of mixed race living as Maoris, and 33·4 per cent. were of mixed race living as Europeans.

Seventeen certificates of competency and thirty of proficiency were obtained during the year.

Early in the present year the Minister visited the Native schools in the East Coast, Bay of Plenty, and Taupo districts, and also some of the South Island schools, and was well satisfied with their efficiency and general management, and very favourably impressed with the appearance of the children.

No. 2.

The INSPECTOR OF NATIVE SCHOOLS to the INSPECTOR-GENERAL OF SCHOOLS.

Sir,— Wellington, 31st March, 1908.

In accordance with instructions, I have the honour herewith to place before you my report on the general condition of the Native schools and the work done by them during the year 1907. At the end of the year 1906 there were 100 village schools in operation. During the year 1907 four new schools were opened and five were closed, making a total of ninety-nine schools working at the end of 1907.

NEW SCHOOLS, ETC., 1907.

Four new schools were opened during the year—viz., *Rawhitiroa*, near Raglan; *Motuti*, in Hokianga district; *Waikare*, Bay of Islands; and *Reporua*, on the East Coast. At the three last-named places no proper buildings have yet been erected, but the schools are being conducted in temporary premises. In connection with *Reporua*, mention should be made of the fact that the Maoris contributed material help to the Department. They offered the best site available, provided a temporary schoolroom, arranged to accommodate the teacher, carried all the school furniture and material a considerable distance free of any charge, and paid into the Public Account the sum of £200 as a contribution towards the cost of the buildings.

With regard to the most promising cases mentioned in last year's report, the following statement shows the position:—

Wharekawa.—The buildings have been completed and the school is to be opened early this year.

Mataora Bay.—Here also the buildings have been completed and the school will be opened shortly.

Te Awaroa, Kawhia.—Inquiries here have shown that a school is badly needed at *Rakaunui*, where most of the children living in the district near the Awaroa River can attend. It is proposed to remove to *Rakaunui* the buildings now standing idle at *Raorao*.

Taemaro and *Waimahana*.—Further investigations have led the Department to decide upon the establishment of a school at *Taemaro*. A school will therefore be opened in temporary buildings as soon as arrangements can be made and a suitable teacher obtained.

Waihapa.—It seems that many of the children at *Waihapa* belong to one or other of the above-named settlements, and the establishment of a school at *Taemaro* may probably be found to serve them.

Motiti Island, Bay of Plenty.—The probable cost of erection of buildings has caused the Department to hasten very slowly with this case. A visit is to be made by the Inspector at an early date.

Matapihi and *Whareroa*, Tauranga.—The Auckland Board of Education has arranged a ferry service for the children, many of whom now attend Tauranga Public School.

Tahuna, near *Waiuku*, Manukau.—A school is to be opened here shortly in buildings provided for the purpose by the Maoris.

Kohanga, Waikato River.—A visit paid in the hope of getting the Maoris to agree to give a convenient site for a school proved futile. No more can be done at present by the Department in this matter.

Aohanga, Wellington.—A visit recently paid to this place seems to show that the Department would not be justified in establishing a Native school there, owing to the fact that there are very few children available: ten were present at the Inspector's visit.

Te Reinga, Wairoa, Hawke's Bay.—The Department has not had a reply to its communications, but there is *prima facie* evidence of a good case here.

Taharoa, Kawhia district, appears to be a good case. The Department has not, however, received the communications that were promised regarding the proposed site.

Te Mahia, Hawke's Bay.—A building has been erected by the Mormon missionaries, who are conducting a school. There is no need, therefore, for the Department to take action.

Ngongotaha, Rotorua.—A mission school is conducted here, and the Department has been asked to take it over. This has been done, and a teacher has been appointed to the charge of the school.

Of the older applications, *Waiharakeke* and *Makaka* do not appear to be of any moment; the latter place was visited with practically no results. *Tiroa* and *Taheke* are already supplied by the Auckland Board of Education.

The children of *Tikapa* who formerly attended *Rangitukia* Native School and are now attending Port Awanui Public School do not require a separate school. Further inquiries are to be made at an early date into the application for schools at *Rangitahi* and *Waiohau*, in the Galatea district.

No progress has been made in the case of *Aropaoa*, *Kawa* (Great Barrier), *Port Albert*, *Kakanui*, *Te Huruhi*, *Pukekou*, *Rahotu*, *Maraetai*, *Tauwhare*, *Waitoki*, *Hauturu*, and *Mangamuka Valley*. Indeed, it seems, from the information at the Department's disposal, that there are not as many children as are necessary by the regulations for the establishment of Native schools. *Kakanui* is to be visited in July. *Kawa*, it seems, can muster only fourteen children.

The most recent applications are *Ngamatea*, near Raetihi; *Kahotea*, near Otorohanga; and *Waitangi*. In the case of the last-named, the Department has no information to enable it to identify the locality. Applications have also been received for the establishment of separate schools, one on either side of Whangape Harbour. This matter is being attended to.

MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1907 OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED, OR BOTH.

Group I.—The Far North (Parengarenga, Mangonui, and Whangaroa).

The following are the schools in this district—viz., *Hapua*, *Te Kao*, *Paparore*, (*Waipapakauri*), *Ahipara*, *Pukepoto*, *Pamapuria*, *Rangiawhia*, *Parapara*, *Kenana*, *Te Pupuke*, *Touwai*, *Whakarara*.

These schools are situated for the most part in the gumfields district of the north, *Hapua* and *Te Kao* being among the most isolated positions in the service. The schools here afford the principal examples of civilisation to the Maoris, who in several instances look to the teacher for guidance in everything. It is of the highest importance, therefore, that the teacher shall by his work and attention to duty command their respect. The schools are on the whole doing very satisfactory work. In most of them the children are well-behaved and are attached to their teachers, while the parents value the schools very highly. Generally speaking, it is apparent that no efforts are spared to inculcate cleanliness in the habits and persons of the children, who take a pride in this important part of the work. Indeed, at one school, in their desire to keep the school clean they had scrubbed the outside as well as the inside of the buildings. Another feature of most of these schools is the excellent spirit of work which pervades them, the order and tone being all that one could wish. The schools at *Parapara* and *Te Pupuke* are remarkable for the new life and vigour which they exhibit and for the appreciation of the new teachers shown by the children and parents. In at least two schools, however, the children appeared at the time of the examination to be quite indifferent to their work, and their manners left much to be desired.

Group II.—Hokianga District.

The Hokianga schools are *Whangape*, *Matihetihe*, *Whakarapa* and *Lower Waihou*, *Motuti*, *Waimamaku*, *Whirinaki*, *Omanaia*, *Waima*, *Otaua*, *Motukaraka*, *Maraeroa*, and *Mangamuka*.

Mr. T. L. Miller, of Rawene, who for many years has acted as local visitor to these schools, has this year again shown his readiness to assist the Department.

A new school appears this year in this group, a small aided school of about twenty children being opened at *Motuti*. The movement for the establishment of a European school at Whangape and the withdrawal of most of the children in its support led to the transfer of the teacher and the closing of the school.

The most interesting school here is *Matihetihe*, which, in charge of two Maori girls, has reached a state of efficiency not excelled by any other school.

At most of these schools the attendance has been very good, *Waima* and *Whirinaki* being comparatively large schools. In one or two I have had to complain of the untidy state of the children, and the results of the examination in some were unsatisfactory.

Group III.—Bay of Islands, Whangarei, and Kaipara.

The schools in this group are *Kaikohe*, *Tautoro*, *Ohaeawai*, *Te Ahuahu*, *Oromahoe*, *Karetu*, *Waikare*, *Whangaruru*, *Te Rawhiti*, *Poroti*, *Takahiwai*, and *Otamatea*.

The attendance at *Kaikohe* has reached 130, which is probably the highest ever reached in a Native school. The attendance at the new school opened at *Tautoro* last year has increased to such an extent that an additional room has been made necessary. Indeed, the attendance at nearly all these schools has shown a steady increase, though the average was affected somewhat by sickness during the year.

A new school appears in this list: *Waikare* School, which was transferred by the Auckland Board of Education, was opened in September quarter. It appears to be a very promising school, and suitable buildings are to be erected shortly.

Additions, &c., have been also put in hand at *Whangaruru*, a somewhat isolated school, which is doing capital work. It is interesting to note that *Karetu* School, which was opened in 1886, has been continuously in charge of the present teacher since it was established.

Group IV.—Thames, Hot Lakes, Waikato, and King Country.

These schools are *Manaia* (Coromandel), *Te Kerepehi, Rakaumanga, Parawera, Te Kopua, Mangaorongo, Oparure, Hauaroa* (*Taumarunui*), *Te Waotu, Ranana, Wai-iti*, and *Whakarewarewa*.

This group contains some of the most efficient schools in the service. The attendance at *Rakaumanga*, which has been very much interfered with by Maori meetings, is most discouraging, while that at *Mangaorongo* is also very poor indeed. At all the other schools, however, the children attend well. In some of the schools a tendency to the too hasty promotion of preparatory children was noticeable, and in one or two the infant department was decidedly weak. The state of the schools as regards cleanliness was quite satisfactory, nor can much exception be taken to the personal appearance of the children.

The examination results were very good indeed: in three of the schools—*Te Kopua, Wai-iti*, and *Whakarewarewa*—they were excellent.

Group V.—Tuhoe and Urewera District.

The schools in this district are *Te Teko, Ruatoki, Waimana, and Te Whaiti.*

In this district the Maoris have been led away by the doctrines of the prophet Rua, who has declared that he will undertake the education of the Maori children in his own way. The result has been that the schools were denuded of children. *Waimana* School, formerly a flourishing school of sixty or so, was left practically empty, while *Ruatoki*, which once boasted of more than a hundred, was reduced to twenty-nine. *Kokako* School, situated in the eastern part of the Urewera district, near Waikaremoana, which was reopened last year as an aided school, existed only for a short time, all the children, some forty in number, being withdrawn under the order of the prophet. *Te Teko* was threatened for a time with a like fate, and, indeed, many of the children were withdrawn by their parents, who left their homes to escape a threatened tidal wave. The people came back, however, when they saw that the disaster did not overtake them on the appointed day. *Te Teko* and *Te Whaiti* also suffered during the year from an epidemic of sickness, that at the former being serious. The results of the examinations were very fair.

As regards cleanliness of person, it seems that the Urewera children have not yet overcome their antipathy to cold water. They are very prone to copying, and find it difficult apparently to sit still in school. The experience of the Department with regard to Tuhoe schools has not been very encouraging, and it seems futile to expect that under the present conditions new schools should be established in this district.

It has been decided that *Waimana* school-buildings, which were claimed to have become Rua's, shall be offered to the Auckland Board of Education for removal. They will serve for public-school purposes.

Group VI.—Western Bay of Plenty.

There are seven schools in this group—viz., *Te Kotukutuku, Paeroa, Papamoa, Te Matai, Matata, Otamauru*, and *Poroporo*.

The steady progress made by these schools is very gratifying indeed. In most of them the attendance has been very satisfactory, that of *Otamauru* being excellent and forming probably a record for the Dominion. *Te Kotukutuku*, which some years ago was in a very languishing condition, is now a vigorous and important school, the examination results being excellent. In one or two of these schools the discipline is not so efficient as one could wish. The children, however, are on the whole very clean in their persons and habits. Owing to increased attendance *Te Matai* School had to be enlarged during the year.

Group VII.—Eastern Bay of Plenty.

The schools in this group are *Waioweka, Omarumutu, Torere, Omaio, Te Kaha*, and *Raukokore*.

The influence of the prophet Rua has made itself felt at *Waioweka*, from which the Maori children with the exception of a few that belong to another tribe have been withdrawn. The school is now attended by a majority of European children, and its transfer to the Auckland Board of Education is contemplated.

At *Omarumutu* the indisposition of the teacher led to a considerable fall in the interest shown by the parents in their school, and there was a serious drop in the attendance. A new teacher has been placed in charge, and the school has in a very short time recovered its position.

The next three schools—*Torere, Omaio*, and *Te Kaha*—are in capital condition, and their management reflects credit on the teachers. The children attend regularly; they are clean and tidy in their persons and habits and are making great progress in their work, while the people show keen interest and loyally support the schools.

At *Raukokore* the state of the children as regards cleanliness leaves much to be desired. I felt compelled to take extreme action in one case. It is very much to be regretted that the people here cannot see the harm caused to their children as well as to themselves by the new faith, which still claims a few adherents.

A workshop has been established at *Omaio*, and one is also proposed for *Raukokore*.

Group VIII.—East Coast, Gisborne.

The East Coast schools are *Wharekahika, Te Araroa, Rangitukia, Tikitiki, Waiomatatini, Reporua, Tuparoa, Hiruharama, Whareponga, Tokomaru Bay, Whangara, Nuhaka,* and *Tuhara.*

Reporua School was opened in September quarter, and has fully justified its existence, the attendance being good and the interest of the parents well maintained. Its establishment has to some extent relieved the pressure at *Tuparoa.*

The new buildings for *Tuhara* School, which has meanwhile been conducted at considerable disadvantage in temporary buildings, will be available early this year.

These schools were inspected in June, and were found to be in good working order.

The attendance has been on the whole very good indeed, and the accommodation is in nearly all of them fully taxed. The people continue to show their interest in, and their appreciation of the schools. The order and discipline were, with one exception, all that could be desired, and the schools as a whole were kept clean and tidy. Good methods of instruction are in use, and the results of the examinations were very good indeed, those at *Whangara* again being excellent.

I was very much disappointed on finding that in spite of repeated advice and illustration the instruction of the lower classes in one school was proceeding on lines that are quite out of date. It is not surprising to find in such circumstances that, the whole fabric of the preparatory instruction being without substance, the progress of the standard classes is seriously affected.

At some of the schools European children are attending, and inquiries I made personally from their parents show that they are well satisfied with the instruction given and with the management of the schools.

I regret to have to record the loss from the schools on the East Coast of Mr. H. C. Sigley, of Tokomaru Bay, whose death occurred early in this year.

Group IX.—Hawke's Bay, Taupo, Wanganui, Taranaki, and Wairarapa.

The schools in these districts are *Tangoio, Te Haroto, Oruanui, Waitahanui, Tokaanu, Karioi, Pipiriki, Pamoana, Puniho, Waimarama,* and *Okautete* (*Kaiwhata*).

The small aided school at *Turanganui,* Wairarapa, was closed during the year owing to there not being enough children to warrant its being maintained.

The fact that the European children now form a preponderating majority of those in attendance at *Puniho* has led the Department to transfer the school to the jurisdiction of the Taranaki Education Board.

Most of these schools are characterized by good tone, and are well supported by the parents. In one school exception could be taken to the appearance of the children as regards cleanliness, but in the others it was very satisfactory. There is still to be found a considerable weakness in the teaching of the first steps in arithmetic in the infant classes, and the system of teaching reading is yet open to improvement.

The schools at *Te Haroto, Oruanui, Waitahanui,* and *Tokaanu* are doing well, the last-named being in many respects a model school.

Oruanui affords an excellent example of the civilising agency of a Native school. It has wrought a change in the lives not only of the children but also of the people, who have built houses after European fashion in close proximity to the school. The night-school attended by the adults is still successfully conducted here.

Karioi and *Pipiriki* have shown increased vigour during the year and are in good working order, the relations between the teachers and people being of a cordial nature.

The small school at *Okautete* (formerly called *Kaiwhata*) has also proved very successful.

Waimarama School, which was built in 1906 after a long delay, has suffered considerably through the troubles arising from the division of the lands, and the attendance is not large, many of the people having removed elsewhere.

Group X.—South Island Schools.

The Native schools in the South Island are *Waikawa, Wairau, Mangamaunu, Kaiapoi, Rapaki, Little River, Arowhenua, Waikouaiti, The Neck,* and *Ruapuke.*

During the year *Wairau* and *Waikawa* Schools have ceased to exist as Native schools, the former being transferred to the control of the Marlborough Education Board and the latter being closed in the meantime. It seems unlikely that the latter will be carried on, owing to the small number of children available. The Maoris of the schools in the North Canterbury District are practically European in habits of life and thought, and it seems that there is no real reason for the separate existence of Native schools there. The Department has therefore decided that the Native schools at *Kaiapoi, Rapaki,* and *Little River* shall be transferred at an early date to the North Canterbury Board of Education. The time is not far distant when the other schools in the South Island must follow the same course. These schools were inspected during the year, and with one exception were all found to be in good working order.

The results of the examinations in these schools varied considerably: in two, they were very poor indeed; in the others, they might be regarded as satisfactory.

MISSION SCHOOLS.

The following are the Native mission schools which were inspected and examined at the request of their controlling authorities: *Maori Mission School,* Otaki; *The Mission School, Putiki,* Wanganui; *Matata Convent School,* Bay of Plenty; *Waerenga-a-hika Mission School,* Gisborne; *Tokaanu Roman Catholic Mission School,* Tokaanu; and *Te Hauke Mission School,* Hawke's Bay.

The instruction given in these schools is similar in all respects to that given in the ordinary Native school, with, of course, the addition of religious teaching which is determined by the controlling authorities of each school. Two of them—*Waerenga-a-hika* and *Otaki*—are endowed schools managed by trustees appointed by the Anglican Church. There is no local advisory or supervising body connected with them, and the whole of the responsibility is thrown upon the teachers. I think that this is a very unwise arrangement. Some attempt should be made to secure the active interest of the parents, which is a most essential factor in making a Native school a success. Periodical visits of inspection should also be made by a visiting committee, and reports on these visits should be laid before the authorities of the school.

The results of the examinations at the schools were very fair. *Tokaanu School* has made very steady progress, and I was very well satisfied with the very creditable results obtained by *Otaki School.* Very good work was done also at *Matata Convent School. Te Hauke Mission School* has very few children attending it, and the irregularity of the attendance points to a lack of interest in the school on the part of the people.

The discipline in one or two of these schools was rather weak. The methods of teaching, however, show steady improvement, and, indeed, I have found that the teachers of these schools are always ready to accept advice as to methods of teaching.

BOARDING-SCHOOLS.

Higher education is afforded to Maori boys and girls in six institutions—viz., *Te Aute College,* Hawke's Bay; *St. Stephen's Native Boys' School,* Parnell, Auckland; *Hukarere Protestant Girls' School,* Napier; *St. Joseph's Roman Catholic Girls' School,* Napier; *Queen Victoria School for Maori Girls,* Auckland; and *Turakina Maori Girls' School,* Wanganui.

All these schools were both inspected and examined during the year, with the exception of *Turakina,* which was examined only.

The inspection showed that the schools were being conducted satisfactorily, the discipline being in all of them very good, the pupils well cared for, and the instruction efficient in character. Special inquiries made in the schools I inspected showed that an ample supply of food of good quality is provided. One sometimes hears complaints made by Maori parents who for the first time are sending their children to a boarding-school, that the boy or girl does not get enough food. It must be remembered that Maori children are accustomed to two meals a day, and at each sitting they eat as much as they can get. It follows naturally that, when they receive an ordinary ration at school, they do not feel so satisfied as they used to do after a meal at home. They therefore conclude that they are not getting enough food. Their healthy appearance after a few months and the "condition" that many of them put on give sufficient denial to any statement to the effect that they are underfed. Indeed, I am afraid that they find it rather hard to fall in with the Maori custom when they return home.

The schools have been particularly free from sickness, and, indeed, at *Hukarere School,* prior to the epidemic of influenza towards the end of the year, there has been no occasion to call in medical aid for two years.

The following are the principal features contained in the examination report on each school:—

St. Stephen's Boys' School, Auckland.—Examined Thursday, Friday, and Saturday, 28th, 29th, and 30th November, 1907. In the higher standards, in which the syllabus of work is that of the public-schools course, the numbers of boys were as follows: Standard VII, 1; Standard VI, 10; Standard V, 31. In the lower classes the work, though nominally that of the Native-schools Code, 1897, is really on the lines of the new Code for Native schools. The numbers of boys in these classes were: Standard IV, 3; Standard III, 4; Standard I, 3; and Class P., 6. The work of Classes P. to Standard IV was extremely satisfactory. The boys set their work out with neatness, and it was characterized also by methodical arrangement. The instruction given to the preparatory class appeared to be of a very thorough description. In the higher standards (Standard V – Standard VII) the reading was very good, and the comprehension of the subject-matter was very pleasing. The writing was on the whole very good, some of it being excellent. Spelling and dictation was, on the other hand, very weak, and showed the need of some extra attention to the teaching of this subject. The English composition was very fair; it was marred by want of punctuation in several cases, leading to what is known as "breathless narration." In the highest class the arithmetic was fair; in Standard V it lacked the careful and methodical arrangement which characterized the work of the lower standards, and was inaccurate in consequence. In Geography, Standards III and IV were very good, Standard V was fair, and Standard VI good. Some very good drawing of freehand copies and of simple plans, some of them to scale, was shown in the lowest classes. In the upper classes the drawings connected with the woodwork were very well done. Agriculture has been taught in a practical manner, and various experiments have been carried out in connection with the instruction given. The boys seemed to have an intelligent grasp of the principles, and the results of their labour appeared to be very gratifying. The school continues to afford the boys excellent opportunities for acquiring a practical knowledge of woodwork and carpentry, and a valuable amount of work has been done during the year. The singing was very enjoyable; the boys sang part-songs in first-class style, and underwent a sight-reading test in a very creditable manner. Some company drill and physical exercises were taken by the headmaster, and under Professor Potter the boys did various calisthenic and gymnastic exercises in a manner which reflects a great deal of credit on their instructor. One or two of the pupils were particularly good at their exercises, and this instruction appears to afford the boys much pleasure as well as to assist considerably in improving their physique. Mrs. Wilson has rendered valuable help during the year in looking after the health of the boys and attending to their ailments. The very useful instruction of the elder boys in rendering assistance in dressing wounds, &c., is, we are glad to see, still continued. Of the manners of the boys and their fine sturdy appearance we can speak only in terms of the highest praise. Four certificates of proficiency and six of competency were gained in Standard VI class, and sixteen certificates of competency in Standard V.

Te Aute College.—Examined on the 5th and 6th December. Five classes (Classes II, III, IV, V, VI) were examined, the highest class of the school being absent attending the Matriculation Examination. The syllabus of work presented in these classes approximates to that prescribed for Standards IV, V, and VI in public schools, exceeding the latter in arithmetic, but falling somewhat short of the requirements in other subjects. Mathematics is introduced in Class IV, and Latin and mathematics form the secondary subjects in Classes V and VI.

In the first two classes reading, spelling, and writing were very good, the comprehension of the subject-matter of the reading lesson being satisfactory. Composition was only moderately good, while in Class III the arithmetic was rather poor. In history the pupils showed a very good knowledge of the work specified in the programme. Geography is taken only in the first three classes of the school, and, this being so, the syllabus of work, which is confined to New Zealand, part of Europe, and one colony in Australia, seemed, in our opinion, to be very meagre. Nor was the quality of the work very good.

As regards mathematics, in Class IV the algebra was very well done indeed; the geometry, on the other hand, was disappointing. The pupils showed a fair knowledge of the ordinary propositions, but with the practical geometry—a very valuable part of the work—they seemed to have little acquaintance. Similar remarks may be made in connection with the geometry of Class V: in many instances there was confusion of geometrical ideas. The results in algebra in this class were, considering the somewhat difficult nature of the paper, satisfactory. In the highest class the mathematics was on the whole good. In Latin (Class V) the work was rather poor; the questions dealing with the formal grammar were fairly well done, but the translation was not at all good, sentences being written without much regard to the rules of syntax. In Class 4 the work in physiology was fair; in the higher classes it was very good indeed.

The school possesses a very fine cadet company, whose high standard of efficiency reflects much credit on the officer in charge. The various evolutions were carried out in a businesslike way, the manual exercise was particularly well done, and the marching was exceptionally good.

We wish also to express our appreciation of the high quality of the singing. The part-songs and choruses were rendered in excellent style and with a fair volume of tone, and in first-rate tune and time.

The sphere of usefulness of the institution has been largely increased during the year by the establishment of a workshop. Although this has been erected only a few months a capital beginning has been made. The instruction is given on proper lines, and the plans drawn in connection with the work are excellent. Further, the boys find much pleasure in the work, and take keen interest in it, which augurs well for the future.

Of the manners of the boys and of their general bearing we can speak in the highest terms.

Hukarere Maori Girls' School, Napier.—Examined on the 2nd and 3rd December. The following is a list of the classes presented: Standard VI, 14; Standard V, 20; Standard IV, 9; Standard III, 9; Standard II, 6; Standard I, 1; Class P., 1. Seven certificates of proficiency and six of competency were gained in Standard VI, and sixteen certificates of competency in Standard V, while the result of the examination in the classes below Standard V was very satisfactory.

In English subjects generally, great progress has been made during the year. Moreover, written work was done with much care and neatness, the writing being capital, and the improvement shown in this respect very gratifying indeed. In arithmetic the work was fair, Standard V being somewhat weak in comparison with the other classes. In geography and drawing the work was also very good. A varied programme in physical drill was submitted, comprising club-drill, wand-drill, and marching exercises. These have a very beneficial influence on the physique of the girls; they were done in excellent style. In singing some very difficult part-songs were rendered in a delightful manner, making this part of the examination an exceptional pleasure. The girls also sang with comparative ease a sight-reading test. During the year the senior girls have attended lectures given in connection with the Napier Division of the St. John's Ambulance Association, and in the examination held at the end of the year succeeded in holding their own with European members of the class, taking high places in respect to results. The girls receive instruction in laundry-work and in cooking, the latter both in the school as part of the ordinary domestic duties and in the Napier Manual Training Classes. Various specimens of their work were exhibited, and they appeared to be quite satisfactory. In sewing and needlework a very comprehensive course is followed, ranging from plain sewing and dressmaking to fancy needlework of all kinds. The quality of the work was of a very high standard indeed. Most of the elder girls make their own dresses—a custom of which we highly approve, and which we hope will be extended as much as possible. Of the manners of the girls and of their habits of neatness and orderliness and general deportment we can speak only in terms of the highest praise. Further, we are of opinion that in producing these results, and in affording at the same time a thoroughly practical training in all branches of domestic duties, the school is doing excellent work, and should prove a considerable factor in advancing the Maori race.

St. Joseph's Convent Maori Girls' School, Napier.—Examined on the 3rd and 4th December, 1907. The following are the numbers presented in the various standard classes: Standard VII, 1; Standard VI, 6; Standard V, 8; Standard IV, 4; Standard III, 3; Standard II, 7; Standard I, 5; Class P., 2. One certificate of proficiency in Standard VII, one in Standard VI, and five certificates of competency in Standard VI and eight in Standard V were gained, while all the children presented in the other classes passed their examination. The work of the lower standards follows the lines of that of the Native School Syllabus, exceeding it in some degree. The instruction in these classes is very thorough in character, and the results of the examination were excellent.

In the upper classes the English subjects are remarkably good. The reading is a feature of the school work, while the writing throughout is excellent. Arithmetic in Standard VI was not quite so good as formerly. Of the other subjects, geography was very good indeed. The drawing, comprising freehand from copies and from natural forms, was uniformly neat and careful. Drill comprises free exercises, including breathing exercises and club-drill, all of which were well done. The elder girls sang part-songs and rounds in capital style, while the younger ones gave some simpler songs and rounds in a very pleasing manner. The sewing programme is directed towards giving the girls a thorough training in needlework, and this object we think is well secured. The girls make their own dresses, and make them well. A careful training is also given in other forms of domestic instruction, and the girls are well fitted at the completion of their term in the school to perform household duties of all kinds, and to be of much help to their people not only by the actual work they can do, but also by the example they are able to set. In this respect, and also in respect of the high standard of efficiency attained in the school, we think that the authorities are deserving of every praise.

Queen Victoria Maori Girls' School, Auckland.—Examined on the 27th and 28th November, 1907. The numbers presented in the various standard classes of the school were as follows: Standard VI, 20; Standard V, 8; Standard IV, 1; Standard III, 6; Class P., 1. As the result of the examination thirteen certificates of proficiency and four of competency were gained in Standard VI, and six certificates of competency were gained in Standard V. All the children presented in the other standard classes passed their examination. A marked advance on the work of the previous year was shown in the English subjects, the reading and spelling being especially good. We are of opinion, however, that more extensive reading would prove beneficial to English subjects generally, especially to the composition. The upper division of Standard VI did the arithmetic very creditably indeed; the lower division doing only fairly well. Standard V was not so good in this subject, but the lower classes were satisfactory. In physiology, the laws of health, and first-aid work, the girls showed that they had a very intelligent grasp of the principles, and the exhibition of various methods of bandaging and their explanation of the processes were very interesting. This work should prove of very great value to them after they have left school. In drawing, for the most part, the work was good, and the books were neat and well kept. The singing was very enjoyable, songs in two or three parts being sung in good time and style. The geography was not so extensive in scope nor so thorough in character as might be expected. On the other hand, history, which might easily be reduced in extent so as not to form a special subject, but one taken incidentally as part of morals and civics, was fairly well known. With regard to the work in agriculture, we think that, in view of the many other branches of practical training which demand the attention of the teachers and pupils, this might well be left to the girls in the form of recreative amusement—that is, we think it should be sufficient that they are encouraged to keep a garden, useful as well as ornamental. Sewing and dressmaking, which form an important part of the practical training given, are well done. We think that girls who have passed Standard IV in a Native school, for whose ability in sewing we are in a position to vouch, should not be required to continue work on "samplers;" but should devote the whole of the sewing time to cutting-out and dressmaking. The reduction thus effected in history, agriculture, and needlework should give some relief to the head teacher, who, in our opinion, attempts a programme of work that is too ambitious in character. Further, with regard to the various classes which we find at the school, we are strongly of opinion that, unless it is absolutely unavoidable, no standard below the third should find a place in this school, whose true function we believe to be that of a continuation school, and not an ordinary Native school. We were pleased with the manners and general behaviour of the girls, and also with the development, both mental and physical, which has taken place in them during their sojourn at the school. In the latter connection we have to express a high opinion of the training the girls receive at the hands of Professor Potter.

Turakina Maori Girls' School, Wanganui.—Examined 25th November, 1907. The numbers of girls presented in the various standards were as follows: Ex Standard VII, 2; Standard VII, 3; Standard VI, 3; Standard V, 5; Standard IV, 4; Standard III, 3; Standard I, 1. With two exceptions—one in Standard VI and one in Standard I—all the girls passed their examination. One certificate of proficiency in Standard VII and eight of competency—two in Standard VII, two in Standard VI, and four in Standard V—were issued. These results are very satisfactory. The teaching combines instruction according to the requirements of the Department's regulations, with the training of the girls in those branches of women's work which are so necessary in the case of Maori women. The principal subject of the literary course, English, is so far advanced that the girls write the language very clearly and speak it clearly, their pronunciation being very correct, and the modulation of voice, which is characteristic of Maori children, creating a very pleasing effect. In one or two branches, notably arithmetic and spelling, the results are not so strong; but in the most important branch of the school work—viz., the general training of the girls afforded by the institution—there cannot be the least doubt that the school is doing capital work. From our personal knowledge of several of the girls, and the conditions of their life prior to their coming to the school, we are in a position to testify to the good influence of the school in the moulding of their character and fitting them for their sphere in life. In regard to the tidiness and cleanliness of the building, we find everywhere that proper attention is given to securing a high degree of efficiency. The garden reflects much credit upon the girls by whom it is maintained. The singing is very enjoyable: the voices are clear and tuneful, and the enunciation is first-class. In physical drill useful breathing exercises and dumb-bell drill are performed, in addition to which the girls are afforded regular exercise by means of suitable games. We are glad to note that the arrangement by which the girls are treated in all ways as members of the teacher's family is still in vogue at the school. This we consider as a very sensible method of imparting European ideas of family life. Further, the parents of the girls are saved a good deal of expense for clothing, as the girls are taught to make their own dresses, and, while they look neat and tidy, they are not overdressed,

TE MAKARINI SCHOLARSHIPS.

One of the earliest friends of Maori education was the late Sir Donald McLean, some time Native Minister. He was known to the Maoris as Te Makarini, and the Te Makarini Scholarships are provided by his son, R. D. D. McLean, Esq., in accordance with the views and wishes of his father and in remembrance of him. There are three scholarships—one senior and two junior. For the senior scholarship candidates must be Maori boys under the age of sixteen; for the junior under fifteen. The scholarships are of the value of £35 per annum, and are tenable for two years at Te Aute College.

The examinations were held on the 9th and 10th December, 1907, at the following centres: viz., *Wai-iti*, *Waima*, *Waikouaiti*, *Reporua*, *Rangitukia*, *Pipiriki*, and *Tauranga* Native Schools, and at *Te Aute College*. There were sixteen candidates for the junior scholarship and three for the senior.

The percentage of marks obtained by the candidates in the senior scholarship examination is this year below the standard of former years, so much so, indeed, that it seems to me that a minimum percentage should be required from candidates in order to qualify for a scholarship. The candidates for the junior scholarship were somewhat better, and the percentage obtained by the best candidates compares favourably with that obtained last year. The senior scholarship was awarded to Gussie Hadfield, of Te Aute College (44·1 per cent.), and the junior scholarships to Taare Korimete, of Rangitukia Native School (61·2 per cent.), and Herewini Katete, Waima Native School (58·8 per cent.). As a third scholarship became vacant it was awarded to Peri Te Mete, of Paeroa Native School, who had obtained 58·1 per cent.

The work in English was not very good. In the translation from Maori into English many candidates failed to write good English, while in the translation from English into Maori pakeha-Maori words were frequently met with in place of pure Maori. One candidate from the South Island failed completely in English, as he was unable to do the Maori translation. Mr. R. D. D. McLean, to whom the candidates' written answers were submitted, expressed himself as being pleased with the quality of the work. From my knowledge of the case, I feel that the papers did not do our schools justice in point of neatness of arrangement and display of knowledge. I hope that teachers will regard the Makarini Scholarships as an honour to obtain which their best pupils can strive, and that the work of the candidates will be in every sense worthy of the schools.

At a meeting of the trustees held in Napier in February, 1908, the proposed new regulations for these scholarships were submitted for approval. The effect of the alterations suggested is to bring the subjects of examination into line with the syllabus of work in Native schools. The old form of examination in English will be discarded, and in its stead candidates will be set questions in English composition as prescribed for the Fourth and Fifth Standards in the Native schools. A separate paper will be set in Maori, the questions being based upon the language used in those parts of the Maori translation of the Bible that in the opinion of competent judges afford the best specimens of classical Maori.

It is hoped, too, that in a year or so the standard in English and arithmetic may be raised so that Maori boys who have won Makarini Scholarships may pass by easy gradation to the Civil Service Junior Examination, and thus qualify for admission to the public service. Should this be achieved, I feel that the object of the scholarships will be more worthily maintained.

GENERAL.

In the following paragraphs information is given in a general manner on the various subjects of the school course, and remarks follow on various topics connected with Native schools.

Reading.—The schools are now beginning to show the effect of the better foundation laid in the preparatory classes, and the children in the lower classes are reading books of a much higher grade. Faulty pronunciation is still found in a few schools where the alphabetic method has formed the groundwork, and the bad habits are so deeply rooted that it is a very difficult matter indeed to eradicate them. It is astonishing under these circumstances to find that a few teachers still cling to an old method now practically obsolete, and accept the newer method with a very bad grace. Whatever method of teaching reading or any other subject the teacher may adopt, he will find that, unless he is whole-hearted in his use of it, progress is very slow; he cannot serve two masters. It is a striking testimony to the success of the method recommended that in the two schools where the teachers are of the Maori race—*Matihetihe* and *Rangiawhia*—no other method has ever been employed, and the results are of a high degree of excellence.

Two books are read in nearly all classes, the *School Journal*, which supplies the place of a second reader, being looked forward to with much interest by the pupils. The fact that they are allowed to take the *Journal* home proves a further advantage and aids their reading generally.

Some advance has been made in the direction of securing expressive reading, but it must be borne in mind that expression can come naturally only with comprehension, and further improvement in the former can be achieved only by first securing the latter.

I think that in many schools teachers are satisfied if the children are able to *say* the words of the lesson fluently. This, of course, does not constitute reading, the essence of which is intelligent comprehension. The absence of such comprehension leads to the mechanical tone that strikes one so forcibly in the schools referred to. This result is probably brought about by the desire of the teacher to cover a larger amount of ground; in short, the aim is at *quantity* instead of *quality*. No reading lesson should be considered finally dealt with until the children have mastered not the *words*, but the *ideas* contained in it. When this has been achieved the children will in the revision work and in answering questions on the subject-matter make use of the language of the lessons as part of their own vocabulary, and the result will be intelligent reading and additional strength in English.

These remarks apply not only to the reading of the standard classes, but to that of the preparatories also. In the latter case teachers when taking the reading from the blackboard, as most of them I am pleased to say now do, should endeavour to avoid the word-by-word style that is commonly found, and should, before the close of the lesson, at least endeavour to have it read naturally—that is, with expression. I believe this plan would gradually introduce a feature which is at present not very conspicuous in the majority of the schools. It is important also that teachers should insist upon frequent pauses, which mark good reading. One commonly hears children quite ignoring the ordinary punctuation marks, showing clearly that their reading is accompanied with little or no thought of what they are reading about.

Careful attention to expression during the recitation of poetry, which is now taken in many schools, should also have a beneficial effect on the reading. Not many teachers avail themselves of silent reading as a means of affording pupils wider practice and of developing self-effort, self-reliance, and a love for reading. It is interesting to note, however, that the demand for library books is increasing yearly, and it is refreshing to find that in some cases the pupils are known to turn into Maori for the old people in the kainga the stories they read in their library books.

Spelling.—In this subject there is continued improvement, which is again most marked in the lower standards. Oral spelling is not now taken, and the old difficulties of "*p*" and "*b*," which were considered to be insurmountable in the case of Maori children, have been overcome by the teaching of sounds and blackboard lessons in word-building given to the lower classes.

The difference in quality between the work of the lower classes and that of the higher is very marked. To overcome this, word-building sheets are being supplied, which should afford ample material for giving practice in word-building and spelling. It should be borne in mind, however, that spelling is largely a matter of the eye, and observation should be used as well as repetition.

Frequently one finds that the written composition is marred by bad spelling, and errors in spelling are not uncommon in transcription.

I feel that there is much to be done yet to secure the actual teaching of spelling throughout the school, but at the same time recognise that teachers have very little time at their disposal. In connection with the dictation, teachers generally are prone to two mistakes—first, the children do not receive any preparation beforehand in the piece they are to write; and, second, the phrases are repeated so frequently when the dictation is being given out that the children become confused. If they have had an opportunity to prepare the piece beforehand and they understand its meaning, there is no need for the teacher to repeat phrases; once should be enough.

Writing.—I consider the writing to be one of the weakest subjects in the schools. The slate-work, especially in the lowest classes, is very good, but the written work, both in the copybooks and the exercise-books, is very much in need of improvement. For the past two or three years blank copybooks have been in use in the schools. They were introduced with the object of securing more teaching in writing lessons. With very few exceptions, schools do not appear to have benefited; and, indeed, where the teacher himself does not write a good hand it is just possible that his inferior copies produce defective writing. I think it advisable, therefore, to restore the headline copybooks in those schools where the teachers find that the present arrangements do not conduce to good writing. In some schools the absence of any "writing drill" is very evident. The children hold their pens in any fashion, and sit in very awkward positions. In one school the position of the children was such as to render decent writing impossible.

The children of the lowest classes had better write their first copies in books with lead pencils, which are cleaner and easier of manipulation. Teachers should also be careful to analyse the letters into their elements; it is a mistake for children to have to write as their first lessons the letters as they occur in the alphabet.

It should be remembered also that the writing in the copy and exercise books cannot improve if the teacher allows slovenly and careless writing in other subjects of the school-work. The transcription, for instance, is often marred by careless mistakes, for which there seems to be no excuse whatever. During the writing lesson every line of writing should, if possible, be examined before the next is attempted. Where this is not possible, at least the errors should be marked and demonstrated.

In those schools where the writing is carefully taught one can see to what a high degree of excellence Maori chidren may attain in this subject.

English.—The work of the lower classes in English seems, generally speaking, to be more satisfactorily treated than that in the higher classes. In the former one finds still that teachers are not particular enough in insisting on the use by the children of complete sentences, and in immediately correcting and illustrating errors as soon as they are spoken. Hence there are some schools in which the pronouns are confused and the endings of the plural forms omitted, but they are not numerous. On the other hand, the quality of the written composition in the standard classes leaves much to be desired. Sentences are made without predicates; punctuation is neglected almost entirely, resulting in "breathless narration"; tenses are confused. I feel that much better work must be produced before one can say that the English in the upper classes is quite satisfactory. Of course, there are among the schools several notable exceptions, the most striking being the school at *Matihetihe*, a school in charge of a young Maori lady, and *Whakarewarewa*, where excellent work is done in this subject. The suggestion was made in last year's report that teachers should keep for the information of the Inspector a list of the subjects in which lessons in composition have been given during the year. I have also recommended to teachers in the infant classes that they should keep note of the various words and ideas that have been taught to the children, and the teachers should endeavour to have a reasonable number of new words acquired in sentence-form every week.

But generally it seems quite evident that there is a neglect of blackboard lessons in composition—that, in short, there is not the amount of teaching in English language given in the standard classes that the importance of the subject demands.

Further, the opportunity of correlating the reading and English lessons is frequently omitted. If the pupils were regularly questioned on the subject-matter of their reading lessons they would acquire some of the language of the lessons. What matter if they should appear to know the reading-book by heart, provided that they can read other books, and that they fully understand what they are saying? I believe that this would prove a very great help to them in the acquisition of an English vocabulary, besides offering the variety in subjects which is necessary to the successful teaching of composition.

I think, too, that the attempt should be made more frequently to get from the children, orally, a connected narrative, the end of the sentences being marked by the falling cadence of the voice.

Punctuation can be taught best during the blackboard lessons in composition; but the teacher must not expect to get proper punctuation in the composition unless he has due regard to the punctuation in the reading and transcription lessons, which afford further means of teaching it.

Arithmetic.—In this subject I think that a considerable improvement is noticeable. The preparatory classes in most schools are well taught, and the children can perform the four operations with the numbers up to 20 very well indeed. The work has been taken orally, even in Standard I. The practice of giving children in these classes long sums in addition before they understand the composition of even the first ten numbers cannot be too strongly condemned. I have been frequently told that children can do addition sums or say the multiplication table, and yet find that they are unable to answer orally very simple questions in arithmetic, and even—only in a very few schools—make surreptitious use of their fingers.

It is pleasing to note the alertness of the children in many schools during an oral lesson in arithmetic, and to receive their prompt answers almost anticipating the questions. The practice this kind of work affords in English is also very useful, and has contributed largely to raising the standard in oral English in these classes. The effect is also apparent in the case of the higher classes, where the pupils show more ability to deal with problems than they did formerly.

Geography.—In the examination in this subject the Inspector was guided not so much by what the Native Schools Code of 1897 laid down, but by the teacher's statement of the geography taught. It was found in very many schools that the teachers had already adopted the new scheme of work, and had made good progress in it. One finds, however, that there are still schools in which the points of the compass are determined by the right or left hand, and the geography in these schools, as might be expected, was of very poor quality. The scheme of geography or nature study set forth in the proposed new syllabus, while it may be somewhat pretentious and may require modification, indicates the lines on which the teaching of geography should proceed.

Sewing.—The Department has, I think, every reason to be well satisfied with the efficient instruction in sewing given in the schools. The records of successes of all the schools at the late Exhibition have not been completely ascertained, but from those we have it is evident that the work was considered by the judges to be of very high merit. At several of the schools the pupils were awarded medals, *Whangape* School obtaining no less than six, including two gold medals won in competition against all comers.

In some of the largest schools the girls are taught the use of the sewing-machine, and lessons are given in plain dressmaking and in the cutting-out and making of garments suitable for children. At *Te Kerepehi* Native School the adult women have received instruction in dressmaking with very good results. The practical application of the knowledge of the various stitches to simple articles of dress has become almost general in the schools, and it is no uncommon sight to see children attending school dressed in clothes of their own making. It is not intended in the future that boys shall be expected to take sewing, though, of course, there is no objection to their doing so if they wish.

Extra Subjects—Singing, Drawing, Drill.—Of these subjects, drawing continues to be weak, and this is not due so much to the inability of the Maori child to draw as to the want of systematic teaching. In the new syllabus drawing will be introduced in the lowest classes in connection with handwork, and a graduated scheme arranged. From what is presented at examination one cannot conclude that there has been regular teaching, nor is the work characterized by the neatness which should accompany it. I was very much struck with the well-designed system used at *Karioi* School, where the infant-classes were doing capital work, and with the excellent drawing from nature done at *Te Kerepehi.*

Drill: The drill consists for the most part of physical exercises, though in two schools there are cadet companies which take military drill. At many schools children are assembled for drill ten minutes or even half an hour before 10 o'clock, and, though I hardly like to recommend that this should be made general, I have no doubt whatever of its being a very great boon to the children. In a few schools the lack of precision and the need of prompting lead one to conclude that drill is not taken regularly, and occasionally a teacher upon being transferred to another school wonders to what extent this important subject has been treated by his predecessor. As an aid to bodily health, as a means of stimulating the circulation and making the children warm on cold mornings, as well as an aid to order and discipline, drill cannot be valued too highly, and the teacher who neglects it will find that he must needs make up the deficiency in other ways, so that he saves no time by his neglect. While on the subject of drill I should like to remark that in a few schools where, as is to be expected, the drill is very poor, the children troop in and out of school without any semblance of order. They should be trained to regard the stroke of the bell as the signal that play is to cease and school-work to begin. They should form into line without any delay, and, upon the word, march into school in an orderly manner. A similar method should be followed upon their dismissal. Of course, these remarks apply, I am glad to say, to very few schools indeed. It is a real pleasure to watch the precise and vigorous movements exhibited in the drill at the schools where the subject is treated as it deserves.

Singing. This subject continues to be well taught, and in many schools is a very enjoyable feature of the work. In schools where the children have been asked to sing at sight songs written for the purpose on the blackboard very good results have been achieved. Indeed, the ability to read tonic sol-fa notation and to sing at sight from it is not lost after the children have left school. At the request of the people, I spent an evening recently assisting at a choir practice. I was astonished at the skill shown by the young men and women in reading at sight, as well as delighted with the harmony of their voices. Those teachers who neglect to give their pupils a thorough training in sol-fa notation make a great mistake by doing so. No material advantage beyond the mere acquisition of a new tune is afforded to the children who are taught their songs by ear. They certainly acquire no facility in reading music, and a request to sing even an easy song at sight would prove their undoing. Further, the teacher has always to start from "scratch," as it were. For the future we have decided that no singing will be regarded as deserving of full marks unless the children have been taught the songs from either the sol-fa or the old notation, and are relatively proficient in either method.

Handwork.—This includes various elementary manual occupations—*e.g.*, paper folding and mounting, modelling in cardboard and in plasticine, and woodwork. During the year elementary practical agriculture has been added to the list, and there is already quite a number of school gardens to be found among the schools. I have referred elsewhere to the practical training given in connection with the teaching of sewing. This work is of a very useful kind, and is much appreciated by the girls and their parents. The number of schools at which instruction is given in domestic duties—plain cooking and laundry-work—shows a further increase this year, and a very useful kind of education is being given at an exceedingly small cost. During the year a workshop has been established at *Omaio*, the Maoris rendering material assistance. Others are in contemplation at *Ruakokore* and *Waitahanui*, though the prospects of success in the former case seem to me doubtful. These workshops are on the whole keenly appreciated by the people. The articles made during the year may be purchased at cost price by the pupils or their parents, and there is usually a good demand. At *Pukepoto* School, where the workshop is a great success, it was amusing to see how eager the parents were to secure the useful articles which their boys had made. Indeed, in this school, as in several others, the demand exceeds the supply. It is thus evident that the Department is doing all that it can reasonably be expected to do in the direction of giving practical training to Maori children: technical instruction in the proper sense of the term is to a large extent impracticable in the case of village schools. It must be borne in mind also that teachers in Native schools are placed at considerable disadvantage in regard to facilities for acquiring knowledge of the methods and principles of manual and technical instruction. Except in the case of two or three schools in the South Island, our teachers are quite unable to attend teachers' classes of instruction held in the various centres, and hence are thrown entirely on their own resources. Under these circumstances one cannot help feeling that the amount of instruction in the more important branches of practical training is very creditable indeed, and compares very favourably with what is done in any education district with an equal number of schools. In view of the fact that it is deemed advisable to pay even greater attention to this side of Native-school work, I think the Department should consider the question of appointing an officer to take charge of it, and especially to organize and direct the course of practical agriculture arranged for the schools.

HIGHER EDUCATION.

No secondary schools specially for Maori children have been established by the Government, nor, indeed, does there seem any necessity for such a step. The Department secures secondary education for Maoris by offering free places or scholarships tenable at various institutions controlled by religious bodies—viz., Te Aute College, Hawke's Bay; St. Stephen's Boys' School, Auckland; Queen Victoria School for Girls, Auckland; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; and Turakina Girls' School, Wanganui. The regulations in connection with these scholarships have been recently revised, and a syllabus of instruction has been arranged for Government scholars attending these schools. The effect of this is to give recognition to the practice that has been gradually evolved of following the lines of the public-schools syllabus, adapting it to the special needs of Maori boys and girls, and requiring in addition definite instruction in one or more branches of manual training. This plan has been in vogue for some years in all the above-named schools, with the exception of Te Aute College. The establishment of a workshop and the reduction of the amount of time devoted to teaching Latin are notable changes in the curriculum of this institution, whose value will, I feel sure, be enhanced thereby. At some of the secondary schools we find preparatory classes composed of children that have not passed Standard I in any school. Of course, in those schools which are established as trust schools for the education of the Maori children of the district it seems difficult, or perhaps impossible, to refuse such children. Nor can admission be reasonably refused to children coming from places where there is no school, and whose parents may be willing to pay for them. But there is a danger of these schools being used as merely class schools by parents, who seek admission for their children to one of these institutions though within easy reach of either a public school or a Native school. As far as is possible these schools should be continuation schools, and the authorities should not have the teachers' time occupied with one or two preparatory children, who can get similar but more thorough instruction in the ordinary village school.

Many complaints have been made by parents on account of the excessive demands made by the school authorities in respect to clothing, outfit, &c., and during the inspection visits some inquiries were made into the matter. The results of these inquiries show that the extravagance arises in the main from the boys and girls themselves. But I cannot help thinking that their tendencies in this direction should be forcibly checked by the school authorities, and that nothing but a simple style of dress of the most serviceable material should be allowed. During one of my inspection journeys a request came from a boy to his friends for a six-guinea tailor-made suit and some linen collars not less than 2½ in. in width. I have seen a girl engaged in cutting flax dressed in a blue silk blouse which she had got while at school. On the day of the examination of one school a cream voile dress which had been made to order by a dressmaker arrived for a girl whose parents live in a gumfields district. This kind of thing is happily not common to all the schools, but I am afraid that unless stern measures are taken to prevent it the "cult" will spread. Indeed, I hardly recognised in an overdressed young fop I met recently at a Maori gathering an ex-pupil of a school where dungaree trousers and bare feet were once *de rigueur*.

The question is frequently raised as to the ultimate good of giving higher education to Maoris when in so many instances apparently no use is made of such education by those who have received it. It is, of course, no defence to say that one meets with not a few cases where the same may be said of Europeans, and it is possible that in the case of the Maoris the number of instances is not so great as people are inclined to think, while there appears to be more excuse for them than for the pakeha. As often as it is possible to do so the Department admits as junior assistants in Native schools girls who have completed their course in a higher school, and I have formed a very high opinion of them as teachers. Indeed, with proper direction and encouragement from the head teacher they do exceedingly good work, following very faithfully the advice given them for improving their methods of teaching. It may be possible in the future to make use of these girls as teachers in small aided schools in places where the number of children does not warrant the erection of large buildings. Boys from the higher schools are gradually finding their way into various trades, some being already in mechanical or clerical divisions of the Government service. I frequently receive applications for employment, some of them quite pathetic in character, from girls and boys who have passed through the schools, and in most of the cases within my knowledge I can say that the "return to the mat," as it is sometimes unfeelingly termed, is the result not of deliberate choice but of the want of opportunity.

EUROPEAN CHILDREN IN NATIVE SCHOOLS.

During the year 418 children of European parents were attending Native schools. Their standard classification was — Standards VI and VII, 50; Standard V, 39; Standard IV, 55; Standard III, 52; Standard II, 60; Standard I, 36; Class P., 126. With the exception of two or three cases in which the objections appear to be rooted in purely racial prejudice, the parents of the children found nothing to object to, and several of them bear willing testimony to the efficient conduct of the schools both as to discipline and to the instruction given. The impression has been assiduously circulated in one district that the Native schools' standard of education ends with Standard IV, that the schools themselves are dirty, sanitary conveniences being conspicuous by their absence, and that there is danger of European children contracting contagious disease from the Maori children. The first two statements are so contrary to well-known truth that they are not worth further notice. In regard to the last, if this were so one would naturally expect to find a fatal record in the families of the teachers themselves, for their children constantly associate with the Maori children. I have never heard of any European children contracting disease in a Native school or "catching" anything other than what they commonly catch in all schools.

A cry was raised during the year that the Maori children attending the Rotorua Public School were suffering from disease which proved contagious to the European children, and separation of the races was asked for on this account. Investigation showed, however, that the same disease was prevalent in the European schools hundreds of miles away where there were no Maori children, and that in the Native school two miles distant every one of the sixty-seven Maori children in attendance was thoroughly clean.

Boys and girls of European parentage who have received their education in a Native school can be found occupying various positions all over the colony, some of them, indeed, having attained to distinction, and most of them have kindly regard towards the schools.

Arrangements have been made in the revised Code for the representation of Europeans on the School Committees either by election, or, failing that, by appointment at the hands of the Minister.

In Native schools where the number of European children is in the preponderating majority the Department makes no hesitation in transferring the school to the Board of Education. Two schools having attained this state are to be handed over this year—*Puniho* in Taranaki, and *Waioweka* near Opotiki.

MAORI CHILDREN IN BOARD SCHOOLS.

From returns supplied by the various Education Boards it appears that 3,988 Maori children were attending Board schools during 1907, but there is no information as to their standard classification. The regulations respecting scholarships or free places offered to such children have been slightly modified, the qualification necessary for such candidates for free places being now the certificate of proficiency in Standard VI. Seventeen certificates of competency and thirty of proficiency were gained during the year.

SCHOLARSHIPS.

In addition to the free places available at the various boarding-schools, the Department makes provision also for industrial, nursing, and University scholarships.

During 1907 there were seven Maori boys holding industrial scholarships apprenticed to various trades, the Department making a contribution during the first three years of their apprenticeship to assist them in obtaining board and providing clothing. Three of the boys are learning to be blacksmiths, two to be carpenters, one to be a saddler, and one an engineer. The results of my inquiries as to their progress and diligence have been very reassuring. The regulations are, however, being amended so that in future the industrial scholarships will be open to those who have obtained a certificate of proficiency and have had at least a year's training in some branch of manual instruction.

The scheme for the training of Maori girls as nurses has also been to some extent modified during the year. By the new arrangement the Department is to continue its present system of selecting candidates from amongst the girls who have attended a Native boarding-school. Such candidates the Department will maintain for a year, entering them as day pupils at the local hospitals for the purpose of further testing their capacity, reliability, and suitability for the profession. This system should produce four candidates each year—two in Napier and two in Auckland. The day pupils who have satisfactorily concluded the year's trial are to be taken over by the Hospitals Department and placed in regular training in hospitals. For such of these probationers as do not qualify for the full course for a certificated nurse, an adequate training for work among the Maori people will be afforded by a course of two years in a hospital, and to any that complete such a course the Hospitals Department will give such special certificate as will enable them to practise nursing among their own people. If possible the probationers are to be induced to take in addition a year's training in a maternity home. Thus, during the first year there will be four probationers in hospitals, during the second year eight, and if they go on to a third year there may be twelve. Finally, the young women so trained and certificated will pass into the hands of the Health Department, which undertakes either to employ them or to establish them among the Maori people under such patronage and, if necessary, with such assistance as will secure their recognition as authorised agents of the Department.

The Department provides six scholarships for Maori youths who have passed with credit the entrance examination to the University. Three of these are reserved for those who wish to study medicine and the others for students taking the course in arts, science, or law. At present only one scholarship is being held, a Maori youth studying medicine at Otago University. I feel that the results achieved within the last two or three years have been disappointing. Indeed, the experience of the Department in regard to one or two of those who have recently held scholarships has been such as should lead to a reconsideration of the present arrangements.

SCHOOL ATTENDANCE.

The attendance at the schools during 1907 was in several places seriously affected by epidemics of sickness. In the Urewera country the teachings of the Maori prophet led to the closing of *Waimana* and *Kokako* Schools. *Ruatoki* was reduced to very small numbers, and *Waioweka* lost practically all its Maori children. In spite of these losses, the roll-number at the end of the year shows that the strength of the schools in this respect is still well maintained. At the end of 1897 there were 2,864 children attending seventy-eight schools; at the end of 1907 the roll-number in ninety-nine schools was 4,183, the average percentage of regularity of attendance having increased from 77½ per cent. in 1897 to 82·41 per cent. in 1907. I think this bears testimony to the advance made in Native-school education generally as well as to the increased desire for education amongst the Maoris.

In eighteen schools the average attendance during the year was over 90 per cent., and in at least one-half it reached over 80 per cent. Sixty-eight first-class certificates of good attendance and sixty-seven second-class were issued during the year 1907, as compared with thirty-seven and forty-six for the year 1906.

For the purposes of sections 141 to 150 of the Education Act a Native school is, in terms of "The Education Act Amendment Act, 1907," now deemed to be a public school. The effect of this is that where necessary the attendance of European children in Native schools may be made compulsory. New regulations dealing with compulsory attendance in Native schools are now in preparation.

CONFERENCE OF TEACHERS.

During the midsummer vacation advantage was taken of the presence of teachers in Auckland to hold a meeting for the purpose of discussing the new syllabus which it is proposed to introduce into Native schools. The meeting was attended by a large number of teachers, and its success exceeded my anticipations. The proposed syllabus was freely discussed, and comparatively little alteration appeared to be necessary to make it meet with the favour of all present. I hope to be able shortly to have the necessary amendments made so that the new Code for Native Schools may be compiled and issued without much delay.

In addition to the syllabus, matters affecting Native schools generally were discussed—amongst others that of the *Native School Teachers' Circular*, which it was proposed should be revived as a *Native School Teachers' Gazette* to be edited in the Department. This would, I think, prove a very useful means of imparting information to teachers and giving them advice and assistance generally.

The teachers attended the conference, which occupied three days, entirely at their own expense, and throughout the meeting showed a spirit of enthusiasm that speaks well for the service and should be a source of gratification to the Department.

CONCLUSION.

During the year adverse criticisms of the Native-schools system have been made in one or two quarters. They appear to consist mainly of misconceptions arising from want of first-hand acquaintance with the actual facts. In a paper read before the Auckland Institute it was alleged that the Native-schools system contributed to the passing of the Maori race. The fact is that during the past ten years the number of children attending Native schools has increased by about 46 per cent., and there are schools having on the roll eighty, ninety, and even 130 Maori children, whereas in former years a school of forty was considered to be a large school.

Records kept by teachers living in populous Maori districts go to show that, as far as their experience goes, the number of births exceeds that of deaths. The constant attendance at many of the schools is further evidence on the point. Medical inspection and examination of the children in Native schools by the Native medical officers would afford the means not only of ascertaining the facts as to the mortality amongst the Maori children, but also of enabling teachers to take such precautions as might be found necessary to prevent the spread of sickness.

Early in 1908 the Hon. the Minister of Education paid a visit of inspection to the schools on the East Coast, Bay of Plenty, part of the Hot Lakes District, and part of the South Island. He expressed himself as being well satisfied with the condition in which he found the schools as well as with the instruction he saw being given in them. His visit will, I am sure, be much appreciated by the teachers, and will go far to encourage them in their work and in their endeavours to maintain the good opinion the Minister has formed.

I have again to acknowledge the valuable services rendered during the year by my colleague Mr. J. Porteous, M.A., Assistant Inspector. Through his help a large amount of inspection work was rendered possible, and valuable assistance in methods of teaching was given to the teachers.

W. W. Bird.

APPENDIX.

Table No. 1.

List of the Native Village Schools, and Schools at which Native Children are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1907; and the Names, Status, and Emoluments of the Teachers as in December, 1907.

** In the column "Position in the School," H M means Head Master; H F, Head Mistress; M, that there is a Master only; F, Mistress only; A M, Assistant Male Teacher; A F, Assistant Female Teacher; S, Sewing-mistress.

County.	Schools.	Expenditure during 1907.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Mangonui ..	Hapua	213 5 0	76 3 4	..	289 8 4	Law, H. ..	D 2	H M	165 0 0	
						Law, Mrs. N. M. ..	..	A F	55 0 0	
	Te Kao	229 8 8	7 9 6	..	236 18 2	Ablett, C. W. ..	Lic.	H M	165 0 0	
						Ablett, Mrs. E. E. ..	..	A F	55 0 0	
	Paparore..	210 8 3	11 3 4	7 10 6	229 2 1	Foley, Miss S. F. V. ..	Lic.	H F	144 0 0	
						Beresford, Miss M. ..	..	A F	60 0 0	Including £30 lodging-allowance.
	Ahipara	231 15 10	1 13 11	..	233 9 9	Crène, P.	Lic.	H M	165 0 0	
						Crène, Mrs. E. ..	..	A F	55 0 0	
	Pukepoto..	215 16 7	33 12 4	..	249 8 11	Matthews, F. H. S. ..	Lic.	H M	154 0 0	With house allowance at £26 per annum.
						Matthews, Miss M. E.	..	A F	30 0 0	With allowance for horse-keep at £10 per annum.
	Pamapuria	201 6 9	4 4 0	..	205 10 9	Matthews, E. W. D.	Lic.	H M	160 0 0	
						Matthews, Miss E. ..	..	A F	40 0 0	
	Rangiawhia	197 16 3	5 6 7	11 10 0	214 12 10	Taua, W. H. ..	Lic.	H M	143 0 0	
						David, Miss S. ..	..	A F	50 0 0	Including £30 lodging-allowance.
	Parapara	153 16 10	15 16 6	..	169 13 4	Rayner, H. H.	Lic.	H M	130 0 0	
						Rayner, Mrs. F. ..	..	A F	20 0 0	
	Kenana	153 16 7	3 4 2	..	157 0 9	Paul, F. E.	Lic.	H M	130 0 0	
						Paul, Mrs. S. F. ..	..	A F	20 0 0	
	Peria	226 13 5	6 15 6	..	233 8 11	White, H. H. ..	Lic.	H M	178 0 0	
						White, Mrs. I. ..	..	A F	40 0 0	
Whangaroa ..	Te Pupuke	314 5 8	45 1 3	..	359 6 11	Lawton, H. W. ..	..	H M	165 0 0	
						Robertson, Miss M. ..	..	A F	85 0 0	Including £30 lodging-allowance.
	Touwai	193 3 4	0 12 0	..	193 15 4	Housley, B. C. ..	Lic.	H M	160 0 0	
						King, Miss K. A. ..	..	A F	70 0 0	Including £30 lodging-allowance.
	Whakarara	220 0 0	7 4 0	5 18 3	233 2 3	Duthie, Miss E. ..	..	H F	165 0 0	
						Duthie, Miss B. G. ..	..	A F	55 0 0	
Hokianga ..	Whangape	406 10 0	63 17 1	..	470 7 1	South, M.	E2	H M	274 0 0	With allowance for conveyance of goods at £10 per annum.
						South, Mrs. E. ..	..	A F	65 0 0	
						Barton, Miss F. ..	..	A F	60 0 0	Including £30 lodging-allowance.
	Matihetihe	173 0 2	1 9 2	..	174 9 4	Paul, Miss H. ..	..	H F	130 0 0	
						Busby, Miss J. ..	..	A F	50 0 0	Including £30 lodging-allowance.
	Waimamaku	142 10 5	31 12 9	..	174 3 2	Broughton, J. H. ..	Lic.	M	146 0 0	
	{Whakarapa	209 12 4	9 19 4	10 0 0	229 11 8	Irvine, Mrs. L. M. ..	Lic.	H F	180 0 0	
						Irvine, Miss D. ..	..	A F	25 0 0	
	{Lower Waihou (side school)	85 0 0	..	4 10 0	89 10 0	Irvine, Miss M. S. ..	..	A F	60 0 0	
						Irvine, Miss M. ..	..	A F	25 0 0	

	Motuti	54 4 11	19 1 10	..	73 6 9	Hubbard, C. C.	E2	M	110 0 0	
	Motukaraka	117 14 3	1 7 6	..	119 1 9	Danaher, T. J.	Lic.	H M	110 0 0	
						Danaher, Miss W.	..	S	10 0 0	
	Mangamuka	252 10 0	36 5 0	101 8 6	390 3 6	Wilding, C. B.	Lic.	H M	180 0 0	With allowance for conveyance of goods at £5 per annum.
						Wilding, Mrs. M.	..	A F	60 0 0	
	Maraeroa	209 17 10	6 19 0	..	216 16 10	Hulme, Mrs. M.	Lic.	H F	160 0 0	
						Hulme, H. R.	..	A M	40 0 0	
	Whirinaki	274 18 4	51 7 2	..	326 5 6	Hamilton, H. A.	E1	H M	195 0 0	
						Hamilton, Miss H.	..	A F	65 0 0	
						Hamilton, Mrs. H.	..	A F	30 0 0	
	Omanaia	181 16 3	25 18 0	..	207 14 3	Stanton, T. C.	Lic.	H M	144 0 0	
						Stanton, Mrs. J.	..	A F	30 0 0	
	Waima	338 0 11	1 19 6	0 10 6	340 10 11	Coughlan, W. N.	Lic.	H M	195 0 0	
						Coughlan, Mrs. N.	..	A F	65 0 0	
						Price, Miss J.	..	A F	60 0 0	Including £30, lodging-allowance.
	Otaua	117 9 5	4 18 3	..	122 7 8	Gordon-Jones, Miss J.	Lic.	H F	110 0 0	
						Leef, Miss K.	..	A F	50 0 0	Including £30, lodging-allowance.
Bay of Islands	Kaikohe	463 10 0	28 18 5	3 19 0	496 7 5	Grace, C. W.	Lic.	H M	276 0 0	
						Grace, Mrs. I.	..	A F	75 0 0	
						Gallagher, Miss E.	..	A F	70 0 0	Including £30, lodging-allowance.
						Wi Hongi, Miss M.	..	A F	30 0 0	
	Tautoro	218 18 11	2 8 0	21 19 2	243 6 1	Kelly, F.	D3	H M	165 0 0	
						Kelly, Mrs. W.	..	A F	55 0 0	
	Ohaeawai	178 15 11	1 10 0	..	180 5 11	Woods, G. E.	Lic.	H M	144 0 0	
						Weaver, Miss S.	..	A F	30 0 0	
	Te Ahuahu	116 8 10	7 3 3	..	123 12 1	Pringle, W. J. J.	..	M	110 0 0	
	Oromahoe	207 6 10	3 10 10	80 2 3	290 19 11	Adkins, J.	Lic.	H M	160 0 0	
						Adkins, Mrs. E.	..	A F	40 0 0	
	Karetu	132 18 0	0 6 9	..	133 4 9	Johnson, Miss S. H.	Lic.	F	130 0 0	
	Waikare	86 13 4	48 10 2	17 2 0	152 5 6	Hamilton, H. R. W.	E3	H M	160 0 0	With house allowance at £20 per annum.
						Hamilton, Miss E.	..	A F	40 0 0	
	Te Rawhiti	152 7 10	13 11 6	..	165 19 4	Welsh, A. E.	E3	H M	130 0 0	With allowance for conveyance of goods at £5 per annum.
						Welsh, Mrs. C. E. A.	..	A F	20 0 0	
	Whangaruru	154 6 6	212 0 6	11 16 6	378 3 6	Mackay G.	..	H M	144 0 0	
						Mackay, Mrs. J.	..	A F	30 0 0	
Whangarei	Poroti	184 7 11	25 1 4	..	209 9 3	Thompson, R. H.	Lic.	H M	149 0 0	
						Thompson, Miss E. D. F.	..	A F	30 0 0	
	Takahiwai	208 3 8	3 7 0	50 0 0	261 10 8	Malcolm, G. H.	Lic.	H M	160 0 0	
						Malcolm, Mrs. E. A.	..	A F	40 0 0	
Otamatea	Otamatea	185 8 1	5 7 2	15 15 0	206 10 3	Lloyd, Miss K. B.	Lic.	H F	130 0 0	
						Butler, Miss G.	..	A F	50 0 0	Including £30, lodging-allowance.
Coromandel	Manaia	183 6 8	49 8 8	4 0 0	236 15 4	Greensmith, E.	Lic	H M	160 0 0	
						Greensmith, Mrs. I.	..	A F	40 0 0	
Thames	Te Kerepehi	155 0 0	11 11 2	..	166 11 2	Lisle, F.	..	H M	130 0 0	
						Lisle, Mrs. M. F. D.	..	A F	20 0 0	
	Wharekawa	..	..	683 2 9	683 2 9	..	..	..	..	School not yet opened.
Ohinemuri	Mataora	..	..	29 5 9	29 5 9	..	..	..	..	School not yet opened.
Raglan	Rakaumanga	201 12 0	29 0 7	..	230 12 7	Greenwood, H. M.	Lic.	H M	160 0 0	
						Mackay, Miss I.	..	A F	70 0 0	Including £30 lodging-allowance.
	Rawhitiroa	62 16 1	47 15 3	713 12 6	824 3 10	Dale, F.	..	H M	130 0 0	
						Dale, Mrs. M. L.	E3	A F	20 0 0	

Table No. 1—*continued*.

EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1907—*continued*.

County.	Schools.	Expenditure during 1907.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
West Taupo ..	Parawera	263 10 0	4 19 6	1 14 5	270 3 11	Herlihy, P.	D1	H M	196 0 0	
						Herlihy, Mrs. M. ..	..	A F	55 0 0	
Waitomo ..	Te Kopua	110 0 0	6 7 5	..	116 7 5	Wylie, Miss L. ..	Lic.	F	110 0 0	With allowance for conveyance of goods at £3 per annum.
West Taupo ..	Mangaorongo	153 16 4	4 1 6	..	157 17 10	Lyall, J. H. ..	..	H M	130 0 0	
						Lyall, Mrs. F. ..	..	A F	20 0 0	
Waitomo ..	Oparure	150 14 3	33 13 3	..	184 7 6	Read, A. H. ..	..	H M	130 0 0	
						Read, Mrs. A. E. ..	..	A F	20 0 0	
West Taupo ..	Hauaroa	306 5 4	27 9 0	414 4 3	747 18 7	McIntyre, J. ..	E1	H M	195 0 0	
						McIntyre, Miss K. ..	..	A F	65 0 0	
						Claridge, Miss J. ..	..	A F	30 0 0	
Rotorua ..	Te Waotu	180 8 0	8 2 6	..	188 10 6	Burns, A.	Lic.	H M	144 0 0	
						Burns, Mrs. J. ..	..	A F	30 0 0	
	Whakarewarewa	356 17 5	7 4 5	..	364 1 10	Burgoyne, H. W. ..	Lic.	H M	247 0 0	
						Burgoyne, Miss C. ..	..	A F	65 0 0	
	Ranana	206 14 7	41 3 9	..	247 18 4	Brown, C. C. ..	Lic.	H M	160 0 0	
						Brown, Mrs. C. M. ..	..	A F	40 0 0	
	Wai-iti	191 6 8	25 9 11	..	216 16 7	Cummins, H. C. ..	Lic.	H M	160 0 0	With allowance for conveyance of goods at £10 per annum.
						Cummins, Mrs. N. ..	..	A F	40 0 0	
Whakatane ..	Waiotapu	8 6 8	1 12 7	..	9 19 3	..	..	..	..	School closed.
	Te Whaiti	180 0 8	26 19 10	..	207 0 6	Judkins, Mrs. A. ..	E1	H F	144 0 0	With allowance for conveyance of goods at £20 per annum.
						Judkins, L. ..	..	A M	30 0 0	
East Taupo ..	Waitahanui	265 0 0	33 4 5	156 2 5	454 6 10	Woodhead, A. ..	D3	H M	180 0 0	With allowance for conveyance of goods at £15 per annum.
						Woodhead, Miss C. ..	..	A F	60 0 0	
						Woodhead, Mrs. K. ..	..	A F	25 0 0	
	Tokaanu	179 7 8	59 5 1	..	238 12 9	Wykes, F. R. ..	Lic.	H M	144 0 0	With allowance for conveyance of goods at £15 per annum.
						Wykes, Mrs. B. ..	..	A F	30 0 0	
	Oruanui	277 19 1	22 6 8	148 3 8	448 9 5	Hayman, F. J. ..	E2	H M	180 0 0	With allowance for conveyance of goods at £15 per annum.
						Hayman, Miss N. ..	..	A F	60 0 0	
						Hayman, Mrs. M. A.	..	A F	25 0 0	
Tauranga ..	Te Kotukutuku	207 15 11	14 16 10	..	222 12 9	Williams, J. W. ..	Lic.	H M	160 0 0	With allowance for conveyance of goods at £10 per annum.
						Williams, Mrs. M. G.	..	A F	40 0 0	
	Paeroa	254 9 0	2 9 9	..	256 18 9	Baker, Miss F. E. E.	D1	H F	187 0 0	
						Baker, Miss H. A. ..	..	A F	55 0 0	
	Papamoa	237 13 5	13 10 8	..	251 4 1	Lundon, Miss C. J. ..	Lic.	A F	160 0 0	
						Williams, Miss E. M.	..	A F	70 0 0	Including £30 lodging-allowance.

	Te Matai ..	301 8 10	3 6 6	264 15 2	569 10 6	Flood, R. P.	Lic.	H M	180 0 0	
						Flood, Mrs. F. L.	..	A F	60 0 0	
	Motiti Island	..	..	13 19 0	13 19 0	..	..	..	..	School not yet opened.
Whakatane ..	Matata ..	209 15 0	..	36 1 6	245 16 6	Kelly, Miss A. M.	Lic.	H F	144 0 0	
						Church, Miss L.	..	A F	60 0 0	Including £30 lodging-allowance.
	Te Teko ..	302 9 7	5 0 6	..	307 10 1	Sinclair, D.	..	H M	183 0 0	
						Sinclair, Mrs. M.	..	A F	60 0 0	
						Furey, Miss M	..	A F	55 0 0	Including £30 lodging-allowance.
	Otamauru	179 16 10	8 19 5	..	188 16 3	Nisbet, R. J.	Lic.	H M	144 0 0	
						Nisbet, Mrs. J.	..	A F	30 0 0	
	Poroporo ..	302 18 4	4 8 6	228 12 2	535 19 0	Harrison, H.	D1	H M	180 0 0	
						Harrison, Mrs. E. M.	..	A F	60 0 0	
						King, Mrs E.	..	A F	55 0 0	Including £30 lodging-allowance.
	Ruatoki ..	386 13 11	2 15 0	..	389 8 11	Lee, J. B. ..	Lic.	H M	226 0 0	
						Lee, Mrs. E. E.	..	A F	70 0 0	
						Lee, Miss H. J.	..	A F	35 0 0	
	Waimana	136 9 2	1 14 5	..	138 3 7	..	..	..	..	School closed.
Opotiki ..	Waioweka	259 1 4	15 15 6	..	274 16 10	Levert, Miss M. L.	Lic.	H M	177 0 0	
						Burgoyne, Miss A.	..	..	165 0 0	Acting head-teacher in absence of Miss M. L. Levert on leave.
						Levert, Miss L. C.	..	A F	55 0 0	
	Omarumutu	302 10 5	5 16 7	..	308 7 0	Cotton, A. H.	E2	H M	177 0 0	
						Woodford, Miss I.	..	A F	115 0 0	Including £30 lodging-allowance.
	Torere ..	209 11 5	2 8 9	..	212 0 2	Drake, A. G.	Lic.	H M	160 0 0	
						Drake, Mrs. R. K.	..	A F	40 0 0	
	Omaio ..	211 12 7	23 2 6	..	234 15 1	Muir, A. ..	Lic.	H M	165 0 0	
						Muir, Mrs. E. J.	D3	A F	55 0 0	
	Te Kaha ..	233 7 1	50 16 8	..	284 3 9	Robinson, C. W.	Lic.	H M	165 0 0	
						Robinson, Mrs. M. L.	..	A F	55 0 0	
	Raukokore	220 0 0	4 0 3	..	224 0 3	Saunders, W. A.	Lic.	H M	165 0 0	
						Saunders, Mrs. M. A.	..	A F	55 0 0	
Waiapu..	Wharekahika	117 19 5	18 5 1	..	136 4 6	Douglas, R. A.	..	H M	110 0 0	
						Douglas, Mrs. A.	..	S	1 10 0	
	Te Araroa	183 6 8	77 18 10	..	261 5 6	Downey, M.	Lic.	H M	160 0 0	
						Downey, Mrs. J.	..	A F	40 0 0	
	Rangitukia	347 3 0	43 5 6	..	390 8 6	Hope, J. ..	Lic.	H M	195 0 0	
						Hope, Mrs. A.	E2	A F	65 0 0	
						Goodyear, Miss A.	..	A F	60 0 0	Including £30 lodging-allowance.
	Tikitiki..	278 1 2	41 5 3	..	319 6 5	Geissler, H. W.	Lic.	H M	180 0 0	
						Geissler, Mrs. I. P.	..	A F	60 0 0	
						Geissler, Miss A.	..	A F	25 0 0	
	Waiomatatini	178 9 1	5 0 0	..	183 9 1	Tobin, W H. J.	D1	H M	144 0 0	
						Tobin, Mrs. L.	..	A F	30 0 0	
	Reporua ..	61 3 1	10 6 0	34 17 6	106 6 7	Moss, Mrs. M. E.	E3	H F	130 0 0	With house allowance at £20 per annum.
						Hayes, Miss S.	..	A F	20 0 0	
	Tuparoa ..	411 5 2	6 7 6	4 18 6	422 11 2	Broderick, H. W	Lic.	H M	253 0 0	
						Broderick, Mrs. J. S.	E2	A F	70 0 0	
						Kaua, Miss M. K.	..	A F	65 0 0	Including £30 lodging-allowance.
	Hiruharama	255 18 11	90 0 6	..	345 19 5	Mahoney, C.	C1	H M	180 0 0	
						Mahoney, Mrs. H. J.	..	A F	60 0 0	
						Mahoney, Miss C. E.	..	A F	25 0 0	
	Whareponga	178 16 1	1 4 6	29 10 0	209 10 7	Baigent, Miss B. F.	Lic.	H F	160 0 0	
						Byles, Miss E.	..	A F	40 0 0	

Table No. 1—*continued.*

EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1907—*continued.*

County.	Schools.	Expenditure during 1907.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Waiapu—*contd.* ..	Tokomaru Bay	332 13 9	10 3 11	..	342 17 8	Sigley, H. C. ..	D1	H M	207 0 0	
						Robertson, Miss C. ..	..	A F	90 0 0	Including £30 lodging-allowance.
						Mulligan, Miss M. ..	..	A F	25 0 0	
Cook	Whangara	214 19 8	4 7 3	..	219 6 11	Frazer, W.	Lic.	H M	189 0 0	
						Shaw, Miss N. ..	..	A F	30 0 0	
	Kokako	30 0 0	..	..	30 0 0	..	..	..	..	School closed.
Wairoa ..	Nuhaka	476 12 1	6 11 0	31 16 3	514 19 4	McGavin, J. ..	Lic.	..	364 0 0	The teachers work conjointly.
						McGavin, Mrs. J. ..	E1	..		
						McGavin, Miss W. E.	..	A F	35 0 0	
						Jamieson, Miss M. ..	..	A F	55 0 0	Including £30 lodging-allowance.
	Tuhara	215 7 0	81 3 11	377 12 2	674 3 1	Brown, C. H. ..	Lic.	H M	160 0 0	With house allowance at £20 per annum.
						Brown, Mrs. C. J. ..	E2	A F	40 0 0	
	Tangoio	184 6 2	5 2 3	..	189 8 5	McFarlane, C. T. ..	Lic.	H M	130 0 0	
						Gillespie, Mrs. M. D.	..	A F	50 0 0	Including £30 lodging-allowance.
	Te Haroto	206 5 4	..	..	206 5 4	Alford, E. H. M. ..	..	H M	160 0 0	
						Alford, Mrs. F. ..	..	A F	40 0 0	
Hawke's Bay ..	Waimarama	209 0 2	7 9 8	..	216 9 10	Godwin, H. ..	Lic.	H M	144 0 0	
						Blathwayt, Miss E. ..	..	A F	60 0 0	Including £30 lodging-allowance.
Waimarina ..	Karioi	145 2 6	51 2 8	..	196 5 2	Miller, D. W. ..	..	H M	130 0 0	
						Miller, Mrs. E. ..	E3	A F	20 0 0	
	Pipiriki	212 17 0	18 8 8	..	231 5 8	Smith, H. P. ..	D3	H M	160 0 0	
						Smith, Mrs. A. E. ..	..	A F	40 0 0	
	Pamoana	131 10 0	16 11 11	..	148 1 11	Horneman, Mrs. A ..	E3	F	110 0 0	
Taranaki ..	Puniho	182 8 8	0 2 6	0 5 3	182 16 5	Clemance, P. H. ..	D2	H M	146 0 0	
						Clemance, Miss G. ..	..	A F	30 0 0	
Masterton ..	Okautete	115 18 3	2 0 10	8 12 6	126 11 7	Thirtle, H. L. ..	..	H M	110 0 0	
						Thirtle, Mrs. G. ..	..	S	5 0 0	
	Turanganui	50 0 0	..	10 0 0	60 0 0	..	..	..	..	School closed.
Marlborough ..	Waikawa	100 0 0	6 8 8	..	106 8 8	Greensill, Mrs. L. ..	..	F	100 0 0	
	Wairau	75 16 8	5 3 3	..	80 19 11	..	..	..	..	School handed over to the Marlborough Education Board on the 31st July, 1907.
Kaikoura ..	Mangamaunu	154 13 9	6 3 0	..	160 16 9	Comerford, W. H. ..	E1	H M	130 0 0	
						Nordstrom, Mrs. A. ..	..	A F	20 0 0	
Ashley	Kaiapoi	230 1 4	5 10 6	..	235 11 10	Cossgrove, D. ..	D1	H M	165 0 0	
						Cossgrove, Miss K. ..	..	A F	55 0 0	
Selwyn	Rapaki	153 11 10	4 11 0	0 7 6	158 10 4	Lyon, C. A. ..	Lic.	H M	130 0 0	
						Tikao, Miss M. ..	..	A F	20 0 0	
Akaroa	Little River	161 14 4	74 10 10	..	236 5 2	Munro, J. B. ..	..	H M	144 0 0	
						Munro, Mrs. F. M. ..	..	A F	30 0 0	
Geraldine ..	Arowhenua	232 15 1	5 5 0	..	238 0 1	Reeves, W. H. ..	Lic.	H M	160 0 0	With house allowance at £26 per annum.
						Reeves, Mrs. W. ..	..	A F	40 0 0	

Waikouaiti ..	Waikouaiti	216 3 4	6 14 3	15 4 10	238 2 5	Blathwayt, H. A. W. Blathwayt, Miss M.	Lic. ..	H M A F	168 0 0 40 0 0	
Stewart Island ..	Ruapuke	100 0 0	6 0 9	..	106 0 9	Horan, T.	E2	M	100 0 0	With allowance for conveyance of goods at £5 per annum.
	The Neck	100 0 0	8 1 0	..	108 1 0	Millar, W. M. ..	Lic.	M	100 0 0	
Boarding-schools—										
Queen Victoria, Auckland		..	400 0 0	..	400 0 0					
St. Stephen's, Auckland		..	754 1 0	..	754 1 0					
Turakina, Wanganui		..	175 0 0	..	175 0 0					
Te Aute, Hawke's Bay		..	250 0 0	..	250 0 0					
Hukarere, Hawke's Bay		..	382 0 0	..	382 0 0					
St. Joseph's, Hawke's Bay		..	229 15 0	..	229 15 0					
Inspection		717 10 0	535 18 7	..	1,253 8 7					
Manual-instruction classes		161 13 4	271 1 3	..	432 14 7					
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)		..	1,053 16 10	7 16 0	1,061 12 10					
Totals		22,126 0 11	6,100 11 11	3,556 15 9	31,783 8 7*	..	..	..	20,869 10 0	

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* Including £97 1s. 8d. paid from Native reserves funds, and £800 from the Tauranga Educational Endowment Reserves Fund. Deducting recoveries, £291 4s. 3d., the result is a net expenditure of £31,492 4s. 4d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1907.

	£	s.	d.
Teachers' salaries	21,173	3	2
Teachers' house allowances	73	14	5
Teachers' allowances for conveyance of goods, &c.	142	10	7
Teachers' removal allowances	673	4	9
Books and school requisites	666	12	1
Warming school-rooms (fuel, &c.)	71	3	6
Ferrying school-children	96	7	9
Technical-instruction classes	426	19	11
Inspectors' salaries	717	10	0
Travelling-expenses of Inspectors	584	14	2
Boarding-school fees	2,195	16	0
Travelling-expenses of scholars to and from boarding-schools	108	11	8
University scholarships	179	12	2
Nursing scholarships	86	16	3
Apprenticeship charges	57	0	0
Maintenance of buildings, repairs, and small works	799	18	4
New buildings, additions, furniture, &c.	3,340	0	9
Advertising for teachers	35	14	8
Sundries (including sewing material, &c.)	112	14	2
Total	£31,492	4	4

NOTE.—Of the above total, £97 1s. 8d. was paid from Native reserves funds, and £800 from the Tauranga Educational Endowment Reserves Fund.

Table No. 3.

CLASSIFICATION as regards AGES and RACE of CHILDREN belonging to NATIVE SCHOOLS at the end of December Quarter, 1907.

*** M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Ages.	Race.												Totals.			Percentages.
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.						
				Speaking English.			Speaking Maori.									
	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	
5 and under 6..	149	112	261	3	6	9	8	16	24	13	21	34	173	155	328	..
6 „ 7..	154	166	320	7	7	14	10	18	28	19	19	38	190	210	400	..
7 „ 8..	208	164	372	9	7	16	26	18	44	23	26	49	266	215	481	..
8 „ 9..	207	175	382	8	3	11	25	12	37	29	16	45	269	206	475	..
9 „ 10..	224	172	396	15	5	20	17	14	31	23	24	47	279	215	494	..
10 „ 11..	204	175	379	7	8	15	18	27	45	27	18	45	256	228	484	..
11 „ 12..	218	159	377	8	10	18	24	15	39	27	24	51	277	208	485	..
12 „ 13..	172	141	313	4	9	13	24	11	35	28	20	48	228	181	409	..
13 „ 14..	140	115	255	12	4	16	11	15	26	12	17	29	175	151	326	..
14 „ 15..	65	60	125	5	1	6	5	10	15	11	8	19	86	79	165	..
15 years and over	67	45	112	3	2	5	3	4	7	8	4	12	81	55	136	..
Totals ..	1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183	..

SUMMARY OF TABLE NO. 3.

Age.	Boys.	Girls.	Total.	Percentage, 1907.	Percentage for 1906.
From five to ten years	1,177	1,001	2,178	52·1	53·2
„ ten to fifteen years	1,022	847	1,869	44·7	42·5
„ fifteen upwards	81	55	136	3·2	4·3
Totals	2,280	1,903	4,183	100·0	100·0

Table No. 4.

List of the Native Village Schools, with the Attendance of the Pupils for the Year 1907.

[In this list the schools are arranged according to regularity of attendance in the last column.]

Schools.	School-roll.					Mean of Average Attendance of Four Quarters, 1907.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1907.	Regularity of Attendance: Percentage of Weekly Roll-number.
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.				
Torere	44	9	14	39	38	39	39	4	99·97
Otamauru	28	4	7	25	29	29	29	3	99·30
Rangiawhia	26	6	6	26	26	26	26	3	98·13
Reporua(6)	..	33	0	33	32	32	32	3	97·75
Te Kao	42	6	10	38	40	39	39	4	97·5
Manaia(1)	..	52	16	36	35	34	34	4	97·1
Takahiwai	39	6	10	35	39	37	37	4	94·87
Omaio	43	20	7	56	54	51	51	6	94·44
Karetu	21	1	8	14	15	14	14	0	93·3
Kaikohe	125	19	18	126	127	118	118	9	92·91
Whangaruru(1)	..	52	15	37	39	36	36	4	92·30
The Neck	13	..	1	12	12	11	11	0	91·66
Oparure	35	11	15	31	35	32	32	3	91·43
Kenana	25	8	10	23	23	21	21	2	91·30
Parawera	56	8	6	58	57	52	52	6	91·23
Matata	33	20	18	35	33	30	30	3	90·90
Okautete	20	4	3	21	21	19	19	1	90·47
Paeroa	54	22	21	55	52	47	47	5	90·38
Tautoro	51	17	6	62	59	53	53	6	89·83
Wai-iti	37	14	10	41	38	34	34	4	89·47
Whakarara	47	11	10	48	46	41	41	5	89·13
Whirinaki	66	35	18	83	80	71	71	7	88·75
Whakarewarewa	73	24	29	68	71	63	63	7	88·73
Raukokore	47	9	17	39	44	39	41	5	88·63
Waikare(8)	..	49	..	49	42	37	37	4	88·09
Poroti	30	14	5	39	40	35	35	4	87·50
Whangara	36	6	13	29	32	28	28	3	87·50
Whareponga	40	10	10	40	40	35	35	4	87·50
Tuparoa	82	28	34	76	87	76	76	8	87·36
Parapara	25	20	5	40	39	34	34	4	87·18
Waima	73	20	23	70	75	65	65	7	86·66
Te Pupuke	52	14	18	48	52	45	45	5	86·54
Matihetihe	25	10	8	27	29	25	25	2	86·20
Arowhenua	34	9	10	33	35	30	30	3	85·71
Peria	43	17	11	49	48	41	41	5	85·42
Nuhaka	95	20	38	77	88	75	78	8	85·23
Waitahanui	65	20	17	68	67	57	57	6	85·08
Otamatea	30	20	18	32	33	28	28	3	84·84
Waikouaiti	40	13	9	44	39	33	33	4	84·61
Te Araroa	45	19	9	55	52	44	44	5	84·61
Motuti(8)	..	23	4	19	19	16	16	1	84·21
Kaiapoi	42	18	19	41	44	37	37	4	84·09
Te Ahuahu	24	10	10	24	25	21	21	2	84·00
Wharekahika	21	8	7	22	25	21	21	2	84·00
Pukepoto	34	7	13	28	31	26	26	3	83·87
Hapua	41	16	12	45	43	36	36	4	83·72
Mangamuka	63	8	15	56	55	46	46	5	83·63
Otaua	22	20	12	30	30	25	25	2	83·33
Rawhitiroa (7)	..	30	5	25	24	20	24	2	83·33
Ruapuke	11	3	2	12	12	10	10	0	83·33
Rangitukia	71	16	24	65	54	56	56	6	83·07
Mangaorongo	27	8	16	19	23	19	19	1	82·61
Te Rawhiti	24	10	12	22	23	19	19	1	82·60
Tikitiki	59	15	13	61	63	52	52	6	82·54
Mangamaunu	31	8	5	34	34	28	28	3	82·35
Ahipara	55	20	15	60	62	51	51	6	82·25
Tangoio	25	15	14	26	28	23	23	2	82·14
Motukaraka	23	6	1	28	27	22	22	2	81·48
Maraeroa	42	9	13	38	43	35	35	4	81·39
Hiruharama	65	21	25	61	64	52	52	6	81·25
Touwai	34	17	23	28	31	25	27	3	80·64
Te Kotukutuku	41	23	18	46	41	33	33	4	80·49
Hauaroa	85	58	46	97	92	74	74	7	80·43
Te Kaha	46	12	8	50	51	41	41	5	80·39
Tokomaru Bay	66	47	37	76	81	65	65	7	80·25
Ranana	38	39	28	49	40	32	32	3	80·00
Oromohoe	29	13	18	34	35	28	28	3	80·00
Omarumutu	60	16	25	51	49	39	48	5	79·59
Waiomatatini	30	8	14	24	29	23	23	2	79·31
Omanaia	37	24	17	44	43	34	34	4	79·06
Poroporo	65	18	24	59	62	49	51	6	79·03
Te Kerepehi	30	15	17	28	27	21	21	2	77·77
Little River	37	17	17	37	36	28	28	3	77·77
Te Whaiti	31	20	32	19	27	21	28	3	77·77
Te Waotu	39	7	15	31	35	27	30	3	77·14
Waioweka	57	22	39	40	48	37	37	4	77·08
Te Teko	66	18	25	59	61	47	51	6	77·04

Table No. 4—*continued*.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, &c.—*continued*.

Schools.	School-roll.					Mean of Average Attendance of Four Quarters, 1906.	Yearly Averages, adjusted by Regulations, Native Schools Code.	Grade of School for 1907.	Regularity of Attendance: Percentage of Weekly Roll-number.
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.				
Te Haroto	39	12	16	35	39	30	30	3	76·92
Papamoa	43	18	15	46	47	36	36	4	76·60
Waimamaku	28	8	17	19	21	16	16	1	76·19
Puniho	41	8	7	42	42	32	32	3	76·19
Rapaki	25	14	12	27	25	19	19	1	76·00
Oruanui	62	15	24	53	62	47	51	6	75·81
Tuharo	44	28	28	44	49	37	37	4	75·51
Paparori	32	22	20	34	38	28	28	3	73·68
Ohaeawai	34	10	9	35	38	28	28	3	73·68
Pamoana	23	13	13	23	26	19	19	1	73·08
Pipiriki	56	22	21	57	57	41	41	5	71·93
Te Kopua	19	9	8	20	21	15	17	1	71·42
Whakarapa	37	28	24	41	43	32	51	6	74·42
Lower Waihou (side)	27	15	11	31	28	19			67·86
Tokaanu	38	32	19	51	46	32	32	3	69·56
Karioi	28	25	23	30	32	22	24	2	68·75
Waimarama	32	12	19	25	28	19	22	2	67·85
Whangape(6)	88	45	71	62	83	56	64	7	67·47
Te Matai	65	31	33	63	72	47	50	5	65·28
Ruatoki	96	15	68	43	62	40	60	6	64 51
Rakaumanga	48	15	15	48	49	31	34	4	63·27
Pamapuria	42	5	16	31	32	20	25	2	62·50
Waimana(4)	51	31	82	..	..	..	..	..	..
Waikawa(6)	18	14	14	18	21	..	..	..	..
Wairau(5)	17	7	24	..	..	..	..	..	..
Turanganui(3)	10	0	10	..	..	..	..	..	..
Waiotapu(2)	10	..	10	..	..	..	..	..	..
Totals for 1907	4,174	1,779	1,772	4,183	4,321	3,561	..	..	82·41
Totals for 1906	3,808	1,837	1,471	4,174	4,235	3,607	..	..	85·20

(1) Not open end 1906. (2) Closed end 1906. (3) Closed end March quarter, 1907. (4) Closed September quarter. (5) Transferred to Marlborough Board, September quarter. (6) Closed December quarter. (7) Opened June quarter. (8) Opened September quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1907.

⁂ M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Hapua	19	22	41	..	..	..	1	2	3	1	..	1	21	24	45
Te Kao	25	13	38	..	..	..	..	..	..	..	..	..	25	13	38
Paparore	12	9	21	3	1	4	..	..	..	3	6	9	18	16	34
Ahipara	24	27	51	..	..	..	2	1	3	4	2	6	30	30	60
Pukepoto	13	11	24	..	..	..	..	..	..	3	1	4	16	12	28
Pamapuria	15	16	31	..	..	..	..	..	..	..	..	..	15	16	31
Rangiawhia	12	14	26	..	..	..	..	..	..	..	..	..	12	14	26
Parapara	19	9	28	1	..	1	..	..	..	4	7	11	24	16	40
Peria	13	11	24	5	5	10	1	..	1	6	8	14	25	24	49
Kenana	12	7	19	..	..	..	..	..	..	2	2	4	14	9	23
Te Pupuke	25	23	48	..	..	..	..	..	..	..	..	..	25	23	48
Whakarara	25	23	48	..	..	..	..	..	..	..	..	..	25	23	48
Touwai	16	10	26	..	..	..	..	1	1	1	..	1	17	11	28
Whangape	31	22	53	..	..	..	..	1	1	6	2	8	37	25	62
Matihetihe	16	9	25	2	..	2	..	..	..	..	..	..	18	9	27
Whakarapa	17	18	35	..	..	..	4	..	4	2	..	2	23	18	41
Lower Waihou	15	16	31	..	..	..	..	..	..	..	..	..	15	16	31
Motuti	10	6	16	..	..	..	..	3	3	..	..	..	10	9	19
Motukaraka	7	11	18	..	..	..	6	4	10	..	..	..	13	15	28
Mangamuka	25	28	53	..	..	..	..	..	..	2	1	3	27	29	56
Maraeroa	..	..	..	..	1	1	21	16	37	..	..	..	21	17	38
Waimamaku	10	6	16	..	..	..	..	..	..	1	2	3	11	8	19
Whirinaki	49	31	80	..	..	..	..	..	..	1	2	3	50	33	83
Omanaia	20	18	38	..	1	1	..	..	..	2	3	5	22	22	44
Waima	34	35	69	..	..	..	..	..	..	1	..	1	35	35	70
Otaua	19	7	26	..	..	..	..	..	..	4	..	4	23	7	30

Table No. 5—*continued.*

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1907.—*continued.*

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Kaikohe ..	70	49	119	2	3	5	1	1	2	..	..	..	73	53	126
Tautoro ..	31	24	55	..	..	..	3	4	7	..	..	..	34	28	62
Ohaeawai ..	12	15	27	4	1	5	2	1	3	..	..	..	18	17	35
Te Ahuahu ..	10	9	19	..	..	..	1	3	4	..	1	1	11	13	24
Oromahoe ..	11	8	19	..	..	..	1	1	2	7	6	13	19	15	34
Karetu ..	5	1	6	..	..	..	3	4	7	1	..	1	9	5	14
Waikare ..	30	19	49	..	..	..	..	..	..	..	..	..	30	19	49
Te Rawhiti ..	6	14	20	..	..	..	..	1	1	1	..	1	7	15	22
Whangaruru ..	4	4	8	..	..	..	18	11	29	..	..	..	22	15	37
Takahiwai ..	24	10	34	..	..	..	1	..	1	..	..	..	25	10	35
Poroti	10	7	17	2	..	2	3	5	8	6	6	12	21	18	39
Otamatea ..	16	13	29	..	..	..	2	1	3	..	..	..	18	14	32
Rakaumanga ..	28	16	44	..	..	..	1	2	3	..	1	1	29	19	48
Rawhitiroa ..	10	13	23	..	..	..	1	1	2	..	..	..	11	14	25
Parawera ..	23	20	43	..	..	..	..	..	..	9	6	15	32	26	58
Mangaorongo ..	9	10	19	..	..	..	..	..	..	..	..	..	9	10	19
Te Kopua ..	10	5	15	..	..	..	2	2	4	..	1	1	12	8	20
Oparure ..	6	6	12	..	..	..	7	11	18	..	1	1	13	18	31
Hauaroa ..	23	15	38	3	..	3	6	5	11	21	24	45	53	44	97
Te Waotu ..	11	8	19	3	6	9	..	1	1	2	..	2	16	15	31
Whakarewarewa	32	30	62	..	..	..	1	1	2	3	1	4	36	32	68
Ranana ..	22	24	46	..	..	..	2	1	3	..	..	..	24	25	49
Wai-iti ..	19	16	35	..	..	..	2	2	4	1	1	2	22	19	41
Te Whaiti ..	10	6	16	..	..	..	..	3	3	..	..	..	10	9	19
Waitahanui ..	31	32	63	..	..	..	..	..	..	4	1	5	35	33	68
Tokaanu ..	22	13	35	4	..	4	..	1	1	3	8	11	29	22	51
Oruanui ..	16	18	34	..	..	..	6	11	17	1	1	2	23	30	53
Manaia ..	19	15	34	..	..	..	..	..	..	1	1	2	20	16	36
Te Kerepehi ..	14	7	21	..	..	..	..	..	..	3	4	7	17	11	28
Te Kotukutuku ..	30	15	45	..	..	..	..	..	..	..	1	1	30	16	46
Paeroa ..	15	22	37	..	..	..	5	3	8	6	4	10	26	29	55
Papamoa ..	19	17	36	..	..	..	3	..	3	4	3	7	26	20	46
Te Matai ..	35	22	57	..	..	..	..	3	3	1	2	3	36	27	63
Motiti Island ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Matata ..	10	11	21	1	3	4	..	..	..	4	6	10	15	20	35
Te Teko ..	21	31	52	..	..	..	3	1	4	2	1	3	26	33	59
Otamauru ..	10	12	22	..	..	..	..	..	..	2	1	3	12	13	25
Poroporo ..	27	24	51	..	..	..	2	2	4	2	2	4	31	28	59
Ruatoki ..	22	16	38	..	..	..	2	..	2	..	3	3	24	19	43
Waioweka ..	6	6	12	3	2	5	2	..	2	14	7	21	25	15	40
Omarumutu ..	19	30	49	..	..	..	..	..	..	1	1	2	20	31	51
Torere ..	20	16	36	..	1	1	..	1	1	1	..	1	21	18	39
Omaio ..	24	30	54	..	..	..	..	1	1	1	..	1	25	31	56
Te Kaha ..	23	22	45	1	..	1	2	..	2	1	1	2	27	23	50
Raukokore ..	14	14	28	..	..	..	6	..	6	2	3	5	22	17	39
Wharekahika ..	10	11	21	..	..	..	1	..	1	..	..	..	11	11	22
Te Araroa ..	26	22	48	..	..	..	..	..	..	3	4	7	29	26	55
Rangitukia ..	30	25	55	2	..	2	3	3	6	1	1	2	36	29	65
Tikitiki ..	34	21	55	..	..	..	3	3	6	..	..	..	37	24	61
Waiomatatini ..	10	3	13	1	3	4	2	2	4	1	2	3	14	10	24
Reporua ..	12	11	23	6	4	10	..	..	..	..	..	..	18	15	33
Tuparoa ..	35	22	57	..	..	..	7	5	12	3	4	7	45	31	76
Hiruharama ..	22	28	50	..	..	..	3	5	8	2	1	3	27	34	61
Wharepongo ..	21	18	39	..	..	..	..	1	1	..	..	..	21	19	40
Tokomaru Bay ..	39	29	68	..	..	..	1	3	4	2	2	4	42	34	76
Whangara ..	14	10	24	..	..	..	..	..	..	1	4	5	15	14	29
Nuhaka ..	45	24	69	..	..	..	5	0	5	2	1	3	52	25	77
Tuhara	21	12	33	..	..	..	1	1	2	5	4	9	27	17	44
Tangoio ..	14	10	24	..	..	..	..	..	..	1	1	2	15	11	26
Te Haroto ..	17	14	31	2	..	2	..	..	..	..	2	2	19	16	35
Waimarama ..	17	3	20	..	..	..	..	..	..	3	2	5	20	5	25
Okautete ..	6	8	14	..	..	..	..	1	1	4	2	6	10	11	21
Karioi ..	14	8	22	1	3	4	1	1	2	1	1	2	17	13	30
Pipiriki ..	24	12	36	2	1	3	1	1	2	7	9	16	34	23	57
Pamoana ..	11	9	20	..	..	..	..	..	..	3	..	3	14	9	23
Puniho ..	7	2	9	3	2	5	..	..	..	15	13	28	25	17	42
Waikawa ..	..	..	..	..	..	..	7	11	18	..	..	..	7	11	18
Mangamaunu ..	11	11	22	3	4	7	..	..	..	3	2	5	17	17	34
Kaiapoi ..	12	6	18	12	7	19	..	..	..	4	..	4	28	13	41
Rapaki ..	7	8	15	..	..	..	4	3	7	3	2	5	14	13	27
Little River ..	8	19	27	..	..	..	4	6	10	..	..	..	12	25	37
Arowhenua ..	18	9	27	..	..	..	4	2	6	..	..	..	22	11	33
Waikouaiti ..	8	11	19	3	6	9	1	..	1	9	6	15	21	23	44
Ruapuke ..	..	..	..	8	4	12	..	..	..	..	..	..	8	4	12
The Neck ..	3	1	4	4	4	8	..	..	..	..	..	..	7	5	12
Totals for 1907	1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183
Totals for 1906	1,848	1,504	3,352	94	82	176	132	132	264	201	181	382	2,275	1,899	4,174
Difference ..	–40	–20	–60	–13	–20	–33	39	28	67	19	16	35	5	4	9

SUMMARY of Table No. 5.

Race.	1907.			
	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,808	1,484	3,292	78·8
Half-caste, and between half-caste and European, speaking Maori	171	160	331	7·9
Half-caste, and between half-caste and European, speaking English	81	62	143	3·4
Europeans	220	197	417	9·9
Totals	2,280	1,903	4,183	100·00

Table No. 6.

RESULTS of INSPECTION, 1907.

[In this table the schools are arranged according to the marks obtained. See last column.]

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Total Marks—Maximum 50.
Pukepoto	10·0	10·0	10·0	10·0	9·6	49·6
Rangitukia	10·0	10·0	10·0	9·5	10·0	49·5
Kaikohe	10·0	10·0	9·8	10·0	9·3	49·1
Matihetihe	9·8	10·0	10·0	10·0	9·0	48·8
Tokaanu	10·0	10·0	10·0	10·0	8·7	48·7
Whakarewarewa	9·5	10·0	10·0	10·0	9·0	48·5
Whirinaki	10·0	10·0	10·0	10·0	8·5	48·5
Peria	9·8	9·5	10·0	10·0	9·0	48·3
Waima	10·0	9·3	10·0	10·0	9·0	48·3
Ranana	10·0	9·9	9·5	10·0	8·8	48·2
Rangiawhia	9·7	9·5	10·0	10.0	9·0	48·2
Te Kao	9·8	9·4	10·0	10·0	9·0	48·2
Paparore	9·6	10·0	10·0	10·0	8·3	47·9
Wai-iti	9·8	9·5	9·5	10·0	9·0	47·8
Te Kaha	8·5	9·8	9·8	10·0	9·6	47·7
Manaia	10·0	10·0	10·0	10·0	7·6	47·6
Te Pupuke	9·5	9·8	9·5	10·0	8·5	47·3
Tikitiki	10·0	9·8	10·0	9·5	8·0	47·3
Mangamuka	10·0	9·5	9·5	9·0	9·0	47·0
Nuhaka	9·5	9·4	9·8	9·5	8·7	46·9
Oruanui	8·4	10·0	10·0	9·0	9·5	46·9
Poroporo	10·0	9·5	9·0	9·5	8·7	46·7
Parawera	9·3	9·3	10·0	10·0	8·0	46·6
Torere	8·5	9·0	9·8	10·0	9·3	46·6
Whangara	10·0	9·0	10·0	9·0	8·5	46·5
Whareponga	8·5	9·0	10·0	9·0	10·0	46·5
Waioweka	10·0	9·8	8·8	9·0	8·7	46·3
Tautoro	9·6	9·3	9·3	9·0	9·0	46·2
Omaio	10·0	9·8	9·8	9·0	7·5	46·1
Tuparoa	9·8	8·5	9·0	10·0	8·7	46·0
Te Kotukutuku	9·4	9·3	9·3	9·0	8·3	45·3
Whangape	10·0	9·0	9·5	9·0	7·5	45·0
Te Araroa	9·5	8·3	8·8	9·0	9·2	44·8
Te Kopua	8·6	8·9	9·8	9·0	8·5	44·8
Parapara	9·4	8·5	10·0	9·0	7·7	44·6
Okautete	9·6	9·4	10·0	8·5	6·7	44·2
Otamatea	8·8	9·5	10·0	9·0	7·2	44·0
Takahiwai	9·8	8·9	9·3	8·5	7·3	43·8
Pamoana	9·0	9·3	9·8	7·5	8·0	43·6
Waikouaiti	8·5	8·5	8·6	9·0	9·0	43·6
Te Teko	9·5	9·3	8·5	9·0	7·1	43·4
Matata	9·3	8·0	8·8	8·5	8·7	43·3
Pipiriki	10·0	9·3	9·3	8·0	6·7	43·3
Rakaumanga	10·0	8·0	8·0	8·5	8·5	43·0
Karioi	8·8	9·0	9·1	8·5	7·5	42·9
Maraeroa	9·2	9·0	8·9	7·5	8·3	42·9
Kenana	9·3	8·9	9·0	8·0	7·5	42·7
Te Kerepehi	9·8	8·0	9·4	8·5	7·0	42·7
Whakarara	9·2	9·4	9·3	7·5	7·2	42·6

Table No. 6—*continued.*

RESULTS of INSPECTION, 1907—*continued.*

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Time, and Punctuality.	Methods, judged partly through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Total Marks—Maximum 50.
Karetu	8·6	9·3	9·3	8·0	7·3	42·5
Paeroa	9·0	8·3	8·1	9·0	8·0	42·4
The Neck	9·6	8·9	9·1	8·0	6·8	42·4
Touwai	10·0	9·5	8·6	7·5	6·7	42·3
Waimarama	10·0	9·0	9·5	7·5	6·3	42·3
Te Whaiti	9·4	8·8	10·0	8·0	6·0	42·2
Waiomatatini	9·5	9·5	9·5	8·0	5·6	42·1
Te Rawhiti	8·8	9·3	8·8	8·0	7·0	41·9
Waitahanui	8·3	8·9	8·5	8·5	7·7	41·9
Rapaki	9·9	8·2	8·6	7·5	7·3	41·5
Hauaroa	8·6	9·0	8·0	7·7	8·0	41·3
Poroti	9·2	9·6	9·5	6·5	6·0	40·8
Oromahoe	9·3	8·3	8·3	7·5	6·7	40·1
Hiruharama	7·3	7·8	7·5	9·0	8·0	39·6
Otamauru	9·0	8·0	8·3	8·0	6·0	39·3
Otaua	9·2	7·8	8·0	8·0	6·3	39·3
Raukokore	9·4	8·5	8·5	7·5	5·3	39·2
Te Haroto	8·0	8·0	8·8	8·0	6·3	39·1
Mangamaunu	9·0	8·3	8·1	7·0	6·7	39·1
Wharekahika	9·3	8·3	7·3	8·0	6·0	38·9
Ruatoki	8·8	8·5	7·3	8·0	6·2	38·8
Oparure	8·0	8·9	8·7	6·5	6·5	38·6
Waimamaku	7·4	8·8	8·0	7·0	7·2	38·4
Puniho	9·4	8·3	7·8	7·0	5·5	38·0
Arowhenua	8·6	8·3	6·8	7·0	7·0	37·7
Papamoa	8·3	8·0	7·3	7·0	7·0	37·6
Te Waotu	9·3	8·4	8·6	6·0	5·3	37·6
Hapua	8·7	8·5	5·5	8·0	6·7	37·4
Omanaia	9·4	7·0	7·3	7·0	6·7	37·4
Ahipara	9·4	7·9	7·4	6·0	6·2	36·9
Omarumutu	7·0	7·0	8·3	8·0	6·5	36·8
Tangoio	8·5	7·8	8·0	7·5	4·7	36·5
Little River	7·5	8·0	7·0	7·0	5·5	35·0
Ohaeawai	9·2	7·8	7·0	7·0	3·7	34·7
Whangaruru	7·8	6·5	7·8	7·0	5·0	34·1
Te Matai	7·0	7·5	6·3	7·0	5·7	33·5
Pamapuria	9·3	8·1	5·7	5·0	5·0	33·1
Mangaorongo	8·2	7·3	6·1	6·0	5·0	32·6
Tokomaru Bay	4·0	5·8	6·5	7·0	9·0	32·3
Whakarapa	7·6	7·5	4·6	5·0	7·2	31·9
Motukaraka	7·8	7·3	6·0	5·0	5·7	31·8
Te Ahuahu	7·6	6·3	6·8	6·0	4·7	31·4
Waikawa	7·0	7·5	6·5	5·0	5·3	31·3
Lower Waihou	7·5	7·7	5·0	5·0	6·0	31·2
Ruapuke	7·0	5·1	6·6	7·0	4·7	30·4
Kaiapoi	1·3	5·7	3·7	6·0	9·7	26·4

Table No. 7.

RESULTS of EXAMINATION 1907.

[In this table the schools are arranged in order of the percentage obtained.]

Schools.	Number on the Roll.	Passes of Pupils examined.							Examination Percentage.	Certificates of Competency issued.	Certificates of Proficiency issued.
		VII.	VI.	V.	IV.	III.	II.	I.			
Te Kopua	21	..	..	..	2	3	4	6	100·0	..	..
The Neck	13	..	..	..	1	..	5	1	100·0	..	..
Whangara	27	..	..	7	6	4	..	4	100 0	..	..
Matihetihe	26	..	..	..	2	5	1	..	99·72	..	..
Wai-iti	37	..	..	..	3	6	9	5	97·4	..	..
Te Kerepehi	20	..	..	..	2	3	5	3	97·24	..	..
Rangiawhia	25	..	..	1	4	2	3	2	96·66	..	..
Torere	43	..	1	1	7	4	5	2	94·99	..	..
Parawera	57	..	1	7	6	13	4	7	94·0	..	1
Waima	64	..	..	..	4	4	10	6	91·64	..	..
Waioweka	36	..	1	..	6	5	5	2	89 12	..	..
Pukepoto	28	1	1	1	2	5	3	1	88·6	..	..
Parapara	39	..	..	2	3	6	4	7	86·72	..	..
Kaikohe	122	2	1	3	4	10	15	20	84·0	3	1
Paeroa	48	..	1	..	8	8	5	2	83·8	..	..
Otamauru	28	..	1	1	2	3	7	3	83·63	..	..
Whareponga	37	..	..	..	1	4	4	6	83·6	..	..
Ruatoki	40	..	..	..	1	..	8	4	83·02	..	..
Te Kotukutuku	35	..	..	..	2	6	6	6	83 0	..	..
Paparore	25	..	..	2	1	1	4	6	82·5	..	..
Tokomaru Bay	78	..	..	..	3	5	10	8	82·0	..	..
Peria	42	..	..	4	7	3	6	4	81·52	..	..
Mangamaunu	32	..	..	..	4	4	6	2	80·9	..	..
Rapaki	24	..	1	1	4	2	..	6	80·7	1	..
Waitabanui	62	..	1	..	..	..	12	14	78·0	..	1
Ranana	32	..	..	1	4	1	..	6	75·8	1	..
Omaio	54	..	..	..	3	6	3	6	75·65	..	..
Ruapuke	12	..	..	..	3	1	3	2	75·4	..	..
Whakarara	41	..	..	..	3	3	9	6	73·66	..	..
Tuparoa	78	4	..	5	5	10	9	4	73·61	..	..
Otamatea	34	..	..	..	..	2	7	3	73·5	..	..
Pipiriki	57	..	..	4	2	7	2	8	73·1	..	..
Oparure	35	..	..	..	..	..	5	11	73·09	..	..
Manaia	36	..	..	1	2	..	5	2	72·9	..	..
Takahiwai	39	..	..	1	3	8	2	3	72·7	..	..
Otaua	22	..	..	1	2	2	..	3	72·6	..	..
Matata	26	..	..	2	1	1	3	4	71·3	..	..
Te Kao	38	..	1	1	1	5	5	5	70·93	..	..
Oromahoe	31	..	..	1	1	2	3	6	70·67	..	..
Waimarama	31	..	..	..	..	..	1	10	70·34	..	..
Papamoa	46	..	..	..	1	2	4	8	70·0	..	..
Arowhenua	33	..	1	..	1	..	2	8	69·1	1	..
Kaiapoi	36	..	..	..	3	3	3	..	68·91	..	..
Te Teko	57	..	1	..	3	1	9	2	68 79	..	..
Te Kaha	43	..	1	..	2	2	2	4	63·75	1	..
Whakarewarewa	72	..	..	11	8	4	6	4	68·4	..	..
Te Pupuke	47	..	..	..	1	2	2	6	68·38	..	..
Te Haroto	37	..	..	..	2	3	4	4	68·15	..	..
Tokaanu	43	..	..	4	3	..	5	3	66 66	..	..
Puniho	40	..	2	2	..	4	3	..	66·52	..	2
Te Rawhiti	22	..	..	..	..	1	6	..	66·0	..	..
Oruanui	61	..	..	..	1	1	8	2	65·88	..	..
Te Matai	60	..	1	..	3	4	11	9	65·51	1	..
Waikouaiti	38	..	1	1	4	2	1	1	65·2	..	..
Waimamaku	20	..	..	..	2	..	2	3	64·41	..	..
Rangitukia	61	1	..	4	..	2	3	4	64·08	..	..
Karetu	16	..	..	..	1	3	4	2	64 0	..	..
Mangamuka	58	..	..	1	1	4	9	10	63 0	..	..
Okautete	21	..	..	..	..	..	..	7	62·5	..	..
Maraeroa	38	..	..	3	..	5	2	1	61·67	..	..
Tautoro	50	..	..	..	..	..	..	7	61·58	..	..
Kenana	23	..	..	..	..	1	2	3	60·88	..	..
Te Araroa	48	..	1	1	2	8	3	4	59·96	1	..
Hauaroa	80	1	1	2	9	12	9	1	59·54	..	1
Touwai	30	..	1	1	..	1	..	7	57·14	..	..
Tangoio	26	..	..	..	1	..	3	3	56·6	..	..
Waiomatatini	29	2	..	..	3	2	..	1	55·4	..	..
Poroporo	59	..	1	1	2	4	5	4	55·1	1	..
Tikitiki	63	..	2	..	2	5	4	1	54·39	..	..
Raukokore	46	..	1	..	2	2	3	3	54·13	1	..
Te Ahuahu	21	..	..	1	1	..	2	..	52·6	..	..
Ahipara	62	..	..	1	2	5	4	2	52·54	..	..
Motukaraka	22	..	..	..	..	3	2	..	51·2	..	..
Pamoana	25	..	1	1	1	2	1	1	51·11	1	..
Little River	32	..	..	..	2	3	4	1	50·55	..	..
Karioi	37	..	..	..	..	1	7	..	49·71	..	..
Poroti	39	..	..	..	..	2	3	5	49·32	..	..
Hiruharama	59	..	2	1	2	1	3	4	47·28	..	2
Whirinaki	78	..	..	3	1	2	3	2	46·91	..	..
Wharekahika	28	..	..	..	..	..	2	1	44·5	..	..
Te Whaiti	31	..	..	..	..	..	..	7	42·9	..	..
Waikawa	15	..	..	..	..	..	..	..	42·8	..	..

Table No. 7—*continued*.

RESULTS of EXAMINATION, 1907—*continued*.

Schools.	Number on the Roll.	Passes of Pupils examined.							Examination Percentage.	Certificates of Competency issued.	Certificates of Proficiency issued.
		VII.	VI.	V.	IV.	III.	II.	I.			
Mangaorongo	20	..	..	..	..	..	..	5	41·59	..	..
Omarumutu	48	..	..	..	1	1	4	..	38·09	..	..
Ohaeawai	32	..	..	..	..	..	2	3	36·64	..	..
Whakarapa	36	..	..	..	1	3	..	..	36·09	..	..
Omanaia	32	..	..	..	1	2	..	1	35·73	..	..
Rakaumanga	48	..	..	..	2	2	3	2	35·62	..	..
Te Waotu	38	..	..	2	2	1	1	..	34·9	..	..
Nuhaka	88	..	..	1	9	8	10	5	34·0	..	..
Whangaruru	30	..	..	..	1	4	1	..	31·5	..	..
Whangape	64	..	..	..	1	1	3	2	29·33	..	..
Lower Waihou	23	..	..	..	..	..	..	2	24·61	..	..
Hapua	43	..	..	..	..	..	..	..	21·07	..	..
Pamapuria	29	..	..	..	..	..	..	..	19·88	..	..
Total for 1907 ..	3813	11	27	89	198	268	360	357	..	12	8
Total for 1906 ..	3948	11	42	75	267	368	426	474	..	24	29
Difference ..	-135	..	-15	14	-69	-100	-66	-117	..	-12	-21

Table No. 8.

CLASSIFICATION as regards STANDARDS and RACE of PUPILS on the SCHOOL ROLLS at the End of December, 1907.

Standards.	Race.												Totals.		
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.					
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory class	746	641	1,387	23	17	40	79	79	158	65	61	126	913	798	1,711
Standard I ..	261	217	478	9	6	15	17	15	32	18	18	36	305	256	561
Standard II ..	260	196	456	12	6	18	18	29	47	24	35	59	314	266	580
Standard III ..	234	182	416	14	14	28	25	10	35	31	21	52	304	227	531
Standard IV ..	162	153	315	13	7	20	19	13	32	36	19	55	230	192	422
Standard V ..	106	78	184	6	8	14	6	11	17	19	20	39	137	117	254
Standard VI ..	39	17	56	4	4	8	7	3	10	27	23	50	77	47	124
Standard VII ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183

NOTE.—M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European. For the purposes of this classification the language spoken in the home is taken.

SUMMARY of TABLE showing STANDARD CLASSIFICATION.

Standards.	Boys.	Girls.	Totals 1907.	Totals 1906.
Preparatory classes	913	798	1,711	1,618
Class for Standard I	305	256	561	568
" II	314	266	580	646
" III	304	227	531	545
" IV	230	192	422	452
" V	137	117	254	241
" VI ... ... " VII	77	47	124	104
Totals	2,280	1,903	4,183	4,174

Table No. 9.

CLASSIFICATION as regards AGES and STANDARDS of PUPILS at End of December, 1907.

Ages.	Class P.				Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.				Total.			Number who gained Certificates of Competency.				Number who gained Certificates of Proficiency.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		M.	F.	Total.	Boys.		Girls.		Boys.		Girls.	
	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E	M.				E.	M.	E.	M.	E.	M.	E.	M.
5 and under 6 years ..	13	160	21	134	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	173	155	328	..	..	..	..	..	..	..	..
6 „ 7 „ ..	18	161	16	183	2	9	2	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	190	210	400	..	..	..	..	..	..	..	..
7 „ 8 „ ..	16	198	13	156	4	37	8	29	3	7	4	4	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	266	215	481	..	..	..	..	..	..	..	..
8 „ 9 „ ..	11	142	7	123	8	55	4	33	7	33	3	28	1	10	2	6	2	..	..	..	..	..	..	..	..	..	..	..	269	206	475	..	..	..	..	..	..	..	..
9 „ 10 „ ..	4	94	1	58	4	69	2	53	3	63	14	41	5	27	5	21	5	3	3	16	1	1	..	1	..	..	..	..	279	215	494	..	..	..	..	..	..	..	..
10 „ 11 „ ..	2	48	1	41	..	37	2	48	6	75	5	56	9	51	2	37	10	14	5	25	1	3	2	3	..	..	1	..	256	228	484	..	..	..	..	..	..	..	..
11 „ 12 „ ..	..	24	..	24	..	37	..	28	3	49	8	37	7	80	6	44	10	42	3	34	6	15	6	13	1	3	1	4	277	208	485	..	..	..	..	..	..	..	..
12 „ 13 „ ..	..	10	2	6	..	23	..	18	2	31	..	26	6	46	1	44	6	56	6	35	6	28	5	25	8	6	6	7	228	181	409	1	..	..	..	1	..	1	..
13 „ 14 „ ..	..	8	..	8	..	8	..	8	..	20	1	23	4	31	3	36	1	45	2	33	1	36	7	22	6	15	4	4	175	151	326	1	2	..	..	3	..	1	..
14 „ 15 „ ..	..	2	..	4	..	8	..	2	..	7	..	10	..	13	1	8	1	18	..	21	2	17	..	24	8	10	7	2	86	79	165	2	3	1	..	..	1	..	..
15 years and over ..	1	..	..	1	..	5	..	9	..	6	..	6	..	12	..	10	1	16	..	9	2	18	..	9	4	16	4	7	81	55	136	..	1	..	..	..	..	..	..
TOTAL	65	847	61	738	18	288	18	237	24	291	35	231	32	271	21	206	36	194	19	173	19	118	20	97	27	50	23	24	2,280	1,903	4,183	4	6	1	..	4	1	2	..
	912		799		306		255		315		266		303		227		230		192		137		117		77		47					10		1		5		2	
	1,711				561				581				530				422				254				124							11				7			

NOTE.—E. European; M., Maori and mixed race.

Table No. 10.

STANDARDS PASSED by EUROPEAN CHILDREN attending NATIVE SCHOOLS examined during the YEAR 1907.

Education Districts.	Standards Passed.							Certificates of Competency.	Certificates of Proficiency.
	I.	II.	III.	IV.	V.	VI.	VII.		
Auckland	24	42	34	41	28	23		3	3
Taranaki	2	3	7	3	3	3		..	2
Wanganui	3	4	4	1	0	2		..	..
Wellington	0	1	0	1	0	0		..	..
Hawke's Bay	6	9	3	4	5	17		1	2
North Canterbury ..	0	0	3	3	1	1		..	..
Otago	1	1	1	2	2	4		..	..
Totals ..	36	60	52	55	39	50		4	7

Table No. 11.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1907.

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.	Certificates granted.	
	Boys.	Girls.	Total.	Boys.	Girls.	Tolat.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Competency.	Proficiency
Auckland ..	767	546	1,313	40	37	77	386	368	754	1,193	951	2,144	238	4	17
Taranaki ..	27	19	46	2	..	2	16	13	29	45	32	77	14	..	..
Wanganui ..	184	112	296	7	7	14	27	33	60	218	152	370	45	1	2
Wellington ..	113	105	218	21	16	37	42	44	86	176	165	341	39	5	1
Hawke's Bay ..	266	166	432	26	19	45	96	67	163	388	252	640	46	5	10
Marlborough ..	11	11	22	11	6	17	10	8	18	32	25	57	10	..	..
Nelson.. ..	18	16	34	2	1	3	2	..	2	22	17	39	8	..	..
Grey	..	..	..	..	..	..	..	1	1	..	1	1	1	..	..
Westland ..	4	4	8	..	..	..	5	4	9	9	8	17	2	..	..
North Canterbury	10	6	16	2	3	5	15	12	27	27	21	48	17	..	..
South Canterbury	8	9	17	..	..	..	1	2	3	9	11	20	4	..	..
Otago	12	8	20	5	2	7	26	27	53	43	37	80	13	..	..
Southland ..	..	..	..	15	12	27	74	53	127	89	65	154	25	2	..
Totals for 1907	1,420	1,002	2,422	131	103	234	700	632	1,332	2,251	1,737	3,988	462	17	30
Totals for 1906	1,467	1,027	2,494	112	99	211	657	590	1,247	2,236	1,716	3,952	448	16	13
Difference ..	−47	−25	−72	19	4	23	43	42	85	15	21	36	14	1	17

Table No. 12.

(*a*.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1907.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland ...	30	...	30*	60
Te Aute (boys), Hawke's Bay	10	...	55†	65
Hukarere (girls), Napier	18	2	42	62
St. Joseph's (girls), Napier	4	9	23	36
Queen Victoria (girls), Auckland ...	19	...	18	37
Turakina (girls), Wanganui	3	5	13	21
Totals	84	16	181	281

* Including 1 European. † Including 6 Europeans.

Table No. 12—*continued.*

(*b.*) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships High Schools or Colleges at the End of 1907.

Number.		Primary School.	High School or College at which Scholarship is held.
M.	F.		
1	...	Kaihu	Te Aute.
1	...	Woodhill	Auckland Grammar School.

(*c.*) NUMBER of MAORI STUDENTS, formerly attending Native Schools and Colleges, holding University Scholarships at the End of 1907.

Number.	University Course.	University at which Scholarship is held.
1	Law	Auckland University College.
1	Arts	Canterbury College.
1	Medicine	Otago University.

(*d.*) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1907.

Number.	Native School.	Trade to which Scholars are apprenticed.	District.
1	Hapua	Blacksmith ...	Auckland.
1	Whirinaki	Builder	〃
1	Tikitiki	〃	〃
2	Rangitukia	Blacksmith ...	East Coast, Gisborne.
1	〃	Saddler	Auckland.

(*e.*) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Industrial Scholarships at the End of 1907.

Number.	Primary School.	Trade to which Scholars are apprenticed.	District.
1	Hukerenui South ...	Government Railway Workshops	Auckland.

(*f.*) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital Nursing Scholarships at the End of 1907.

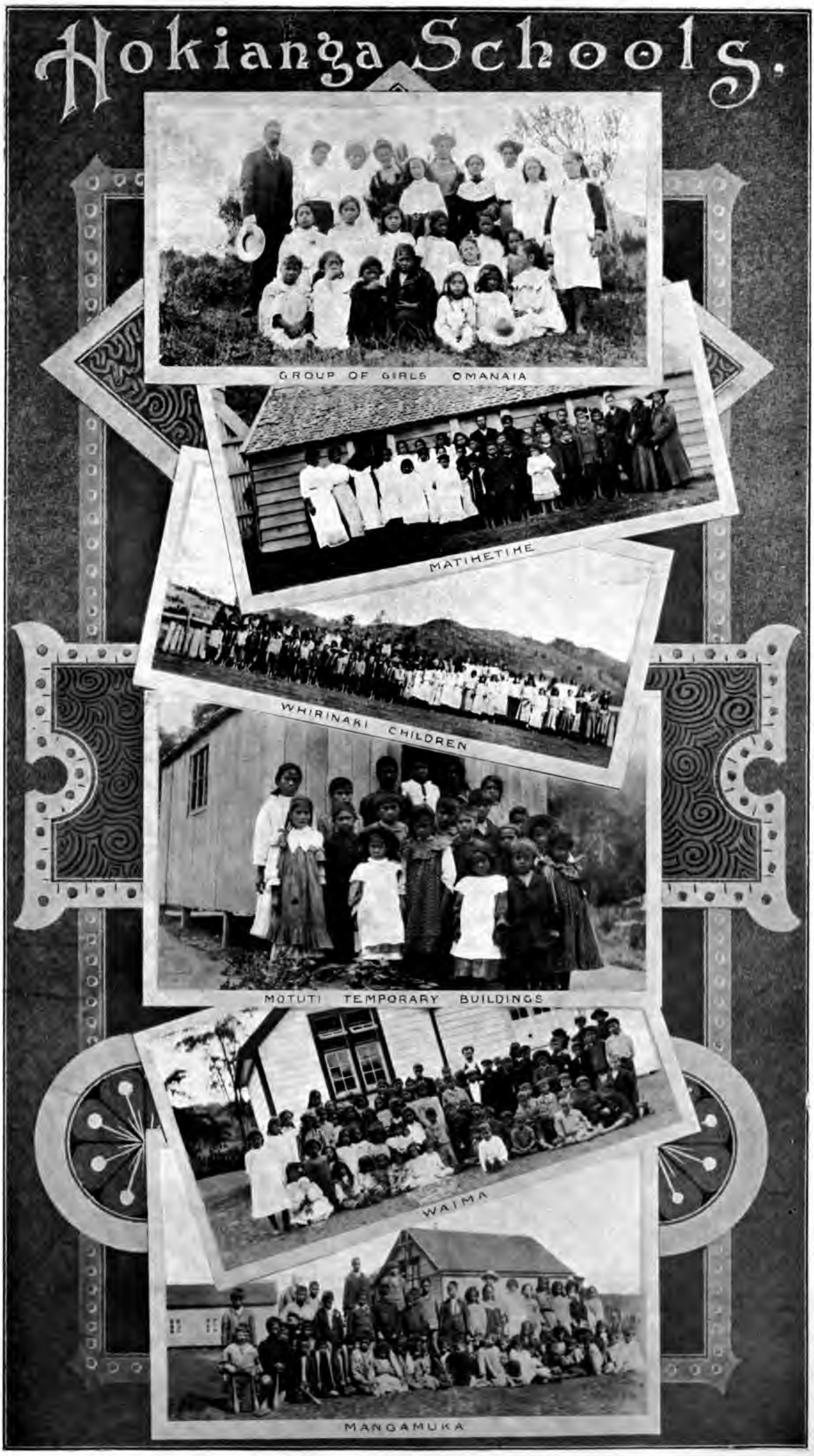
Number.	Kind of Scholarship.	Boarding-school.	District Hospital.
1	Day-pupil	St. Joseph's	Napier Hospital.
1	Day-pupil	Hukarere	Napier Hospital.
1	Day-pupil	Queen Victoria ...	Auckland Hospital.
1	Probationer	...	Rawene, Hokianga Hospital.
1	Probationer	...	Napier Hospital.
1	Probationer	...	Wellington Hospital.

Approximate Cost of Printing.—Preparation, not given; printing (1,900 copies), £30 13s. 6d.

By Authority: JOHN MACKAY, Government Printer, Wellington 1908.

Price 1s.]

Hokianga Schools.



Bay of Islands Schools

CHILDREN AT OHAEAWAI

WHANGARURU, SHOWING CHILDREN

WHANGARURU

KARETU

KAIKOHE. UPPER CLASSES

WAIKARE. SCHOOL CHILDREN

Bay of Plenty Schools

SOME OF THE TE KAHA SCHOOL CHILDREN.

POROPORO

RAUKOKORE

OMAIO

East Coast Schools

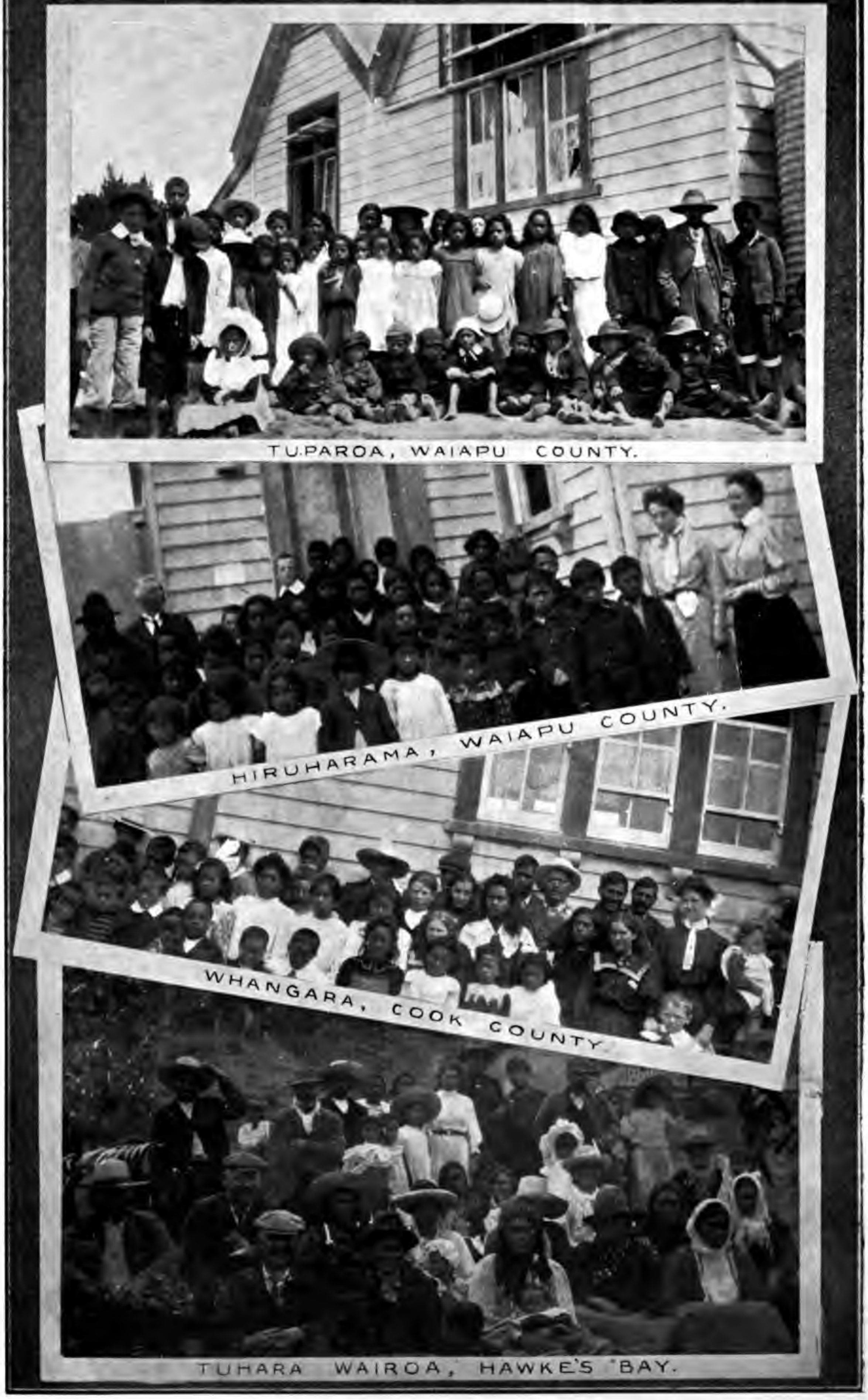
WHAREPONGA, CHILDREN AND PEOPLE

RANGITUKIA, SHOWING WORKSHOP

TOKOMARU BAY

NUHAKA

Native Schools



TUPAROA, WAIAPU COUNTY.

HIRUHARAMA, WAIAPU COUNTY.

WHANGARA, COOK COUNTY.

TUHARA WAIROA, HAWKE'S BAY.

Native Schools

TUPAROA, WAIAPU COUNTY.

HIRUHARAMA, WAIAPU COUNTY.

WHANGARA, COOK COUNTY.

TUHARA WAIROA, HAWKE'S BAY.

Wairoa H: B:

TUHARA, SHOWING ADDITIONS.

TEACHERS, COMMITTEE, AND PARENTS.

HOUSE BUILT AFTER PLAN OF N.S. RESIDENCE.

Wanganui School.

Karioi Native School Committee, 1908.

Karioi Infant Class Work.

MEETING OF NATIVE SCHOOL TEACHERS AUCKLAND JAN 1908.

HIGHER EDUCATION - GIRLS OF HUKARERE SCHOOL.

NEW ZEALAN
E.—3.

1908.
NEW ZEALAND.

EDUCATION:
INDUSTRIAL SCHOOLS.

[In continuation of E.-3, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.
EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

INDUSTRIAL SCHOOLS.

THERE were seven Government and four private industrial schools in existence in 1907.

The numbers on the books of all the schools at the close of the year compared with the numbers at the close of 1906 were as follows:—

TABLE M1.—INMATES, 1906 AND 1907.

—	Boarded out.				In Residence.				At Service, &c.				Totals.			
	Dec., 1906.	Increase.	Decrease.	Dec., 1907.	Dec., 1906.	Increase.	Decrease.	Dec., 1907.	Dec., 1906.	Increase.	Decrease.	Dec., 1907.	Dec., 1906.	Increase.	Decrease.	Dec., 1907.
Government Schools—																
Auckland (Mount Albert)	67	7	..	74	28	1	..	29	45	10	..	55	140	18	..	158
Boys' Training Farm, Weraroa	18	..	3	15	126	22	..	148	105	19	..	124	249	38	..	287
Receiving Home, Wellington	231	16	..	247	2	9	..	11	45	11	..	56	278	36	..	314
Te Oranga Home, Christchurch	..	..	..	..	49	6	..	55	24	7	..	31	73	13	..	86
Receiving Home, Christchurch	185	..	11	174	9	5	..	14	92	..	1	91	286	..	7	279
Burnham	4	1	..	5	106	1	..	107	139	..	25	114	249	..	23	226
Caversham	178	..	7	171	23	5	..	28	83	..	..	83	284	..	2	282
Private Schools—																
St. Mary's, Auckland ..	..	..	..	..	96	10	..	106	45	..	4	41	141	6	..	147
St. Joseph's, Wellington ..	..	..	..	..	25	..	2	23	27	..	1	26	52	..	3	49
St. Mary's, Nelson ..	1	..	..	1	155	3	..	158	111	..	8	103	267	..	5	262
St. Vincent de Paul's, Dunedin	6	2	..	8	41	1	..	42	9	2	..	11	56	5	..	61
Totals	690	26	21	695	660	63	2	721	725	49	39	735	2,075	116	40	2,151

The total number belonging to all schools whose maintenance was a charge against the public funds was 1,441, or 71 more than the number at the end of 1906. Of this total, 392 were resident at Government schools, and 329 at private schools. The number boarded out with foster-parents for payment was 687, 8 being from private schools. There were maintained in various corrective institutions 7 girls; in orphanages, 1 girl; at the Costley Training Institution, Auckland, 11 boys; in hospitals, 3 boys and 3 girls; and 2 girls and 6 boys in mental hospitals. There were also 710 who, although still on the books of the schools, were not dependent on them for maintenance.

The total net cost in connection with both Government and private schools was £32,552 7s. 9d., being £2,946 5s. 11d. less than for the previous year. Table M2 shows the cost of the Government schools, in which is included the expenditure for the maintenance of children boarded out with foster-parents; it also includes the cost of supervision of all the boys and girls who are permitted to reside away from the schools to which they belong. In this table account is taken of the amounts paid by Charitable Aid Boards for children sent to the schools as indigent, payments from persons against whom there are orders for maintenance, and the receipts from the sale of farm-produce, &c.

TABLE M2.—EXPENDITURE ON GOVERNMENT SCHOOLS, 1907.

Government Schools.	Cost of School, including Buildings and other Works.	Boarding out. Included in first column.)	Salaries. (Included in first column.)	Recoveries.	Net Cost.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	2,625 16 0	1,259 2 7	414 8 9	946 16 4	1,678 19 8
Boys' Training Farm, Weraroa	12,436 16 1	361 5 6	1,858 17 5	2,229 14 7	10,207 1 6
Receiving Home, Wellington..	6,879 0 3	4,211 13 0	417 7 1	3,537 10 2	3,341 10 1
Te Oranga Home	2,467 7 7	..	726 16 0	166 15 6	2,300 12 1
Receiving Home, Christchurch	5,754 12 6	3,388 10 11	494 17 4	2,941 3 2	2,813 9 4
Burnham	6,421 10 9	97 10 0	2,214 15 11	675 6 7	5,746 4 2
Caversham	5,374 10 4	3,089 12 4	724 6 3	3,547 8 8	1,827 1 8
Totals	41,959 13 6	12,407 14 4	6,851 8 9	14,044 15 0	27.914 18 6
Salaries, travelling allowances, and expenses of departmental officers (inspectors, visiting officers, &c.)					1,961 9 0
Refund of inmates' earnings					72 12 4
Commission expenses, inquiry held at Burnham (balance of)					21 4 9
Allowance to A. Thompson, late visiting officer					100 0 0
Contingencies					181 2 1
Total net cost					30,251 6 8

Table M3 shows the payments made by the Government on account of children belonging to private industrial schools. The recoveries include payments made by parents under orders for maintenance; but as contributions from Charitable Aid Boards are made directly to the managers of these schools, they are not taken into account in this statement.

TABLE M3.—GOVERNMENT EXPENDITURE ON PRIVATE (ROMAN CATHOLIC) SCHOOLS, 1907.

Name of School.	Gross Cost.	Recoveries.	Net Cost.
	£ s. d.	£ s. d.	£ s. d.
St. Mary's, Auckland..	1,311 7 6	314 7 11	996 19 7
St. Joseph's, Wellington	199 15 0	21 13 5	178 1 7
St. Mary's, Nelson	1,037 3 10	358 19 1	678 4 9
St. Vincent de Paul's, Dunedin	123 8 4	24 11 0	98 17 4
Totals	2,671 14 8	719 11 5	1,952 3 3

Other payments made by the Government are shown in the following table:—

TABLE M4.—SUMMARY OF EXPENDITURE ON SPECIAL CASES AT OTHER INSTITUTIONS, 1907.

—	Government Schools.						Roman Catholic Schools.	Total.
	Auckland.	Wellington Receiving Home.	Te Oranga Home.	Christchurch Receiving Home.	Caversham.	Total.	St. Mary's, Nelson.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland—								
Costley Training Institution ..	242 0 0	..	..	..	..	242 0 0	..	242 0 0
Wellington—								
Salvation Army Home	..	3 16 0	..	..	..	3 16 0	..	3 16 0
Christchurch —								
Mount Magdala	..	..	72 16 9	..	..	72 16 9	0 17 5	73 14 2
Children's Convalescent Cottage Home	..	..	..	3 0 0	..	3 0 0	..	3 0 0
Samaritan Home	..	..	16 8 0	..	..	16 8 0	..	16 8 0
Dunedin—								
Otago Benevolent Institution ..	..	..	..	..	2 18 3	2 18 3	..	2 18 3
Salvation Army Maternity Home ..	..	..	..	..	8 5 5	8 5 5	..	8 5 5
Total	242 0 0	3 16 0	89 4 9	3 0 0	11 3 8	349 4 5	0 17 5	350 1 10
Less miscellaneous recoveries	..	..	..	..	..	..	..	1 4 0
Net total	..	..	..	..	..	..	..	348 17 10

The amount collected from parents towards the maintenance of their children was £4,329 10s. 9d., an increase of £852 2s. 3d. This total represents contributions at the rate of £3 0s. 1d. per head of the number of children (1,441) maintained at the public cost.

The total amount in the Post-Office Savings-Bank to the credit of the earnings accounts of young people now under the control of industrial schools, or who formerly belonged to them, was £22,084 9s. 10d. at the 31st December, 1907. Of this amount, £17,514 18s. 10d. was held on account of Government schools, and £4,569 11s. for private schools. The sum withdrawn during the year amounted to £2,157 18s. 8d. for Government schools, and £399 8s. 9d. for private schools.

No. 2.

STATISTICS.

Memorandum for the Hon. the Minister of Education.

In December, 1907, the number on the books of all the industrial schools was 2,151, or 76 more than at the close of the year 1906. On the books of the Government industrial schools there were 1,632, an increase of 73 over the corresponding number for 1906; on the books of the private (Roman Catholic) industrial schools there were 519, or 3 more than at the end of the previous year. Of the total number (2,151) belonging to all schools, 1,441 children were dependent on public funds for maintenance. The remainder (710) may be classified as follows: Licensed to reside with friends, 171; at service, &c., 421; boarded out without payment, 8; in hospitla, 3; at the Costley Training Institution, Auckland, under license, 8; in other institutions, 13; in gaol, 6; absent without leave, or whereabouts unknown, 80—namely, 12 from service, 67 from the schools, and 1 from friends.

The following table shows the status of all the inmates at the close of the year:—

INMATES, 31ST DECEMBER, 1907.

Inmates.	Government Schools.											Private Schools.						All Schools.				
	Auckland.		Boy's Training Farm, Weraroa.	Receiving Home, Wellington.		Te Oranga Home.	Receiving Home, Christchurch.		Burnham.	Caversham.		St. Mary's, Auckland.		St. Joseph's, Wellington.	St. Mary's, Nelson.		St. Vincent de Paul's, Dunedin.	Boys.	Girls.	Total.	Protestant.	Catholic.
	B.	G.	B.	B.	G.	G.	B.	G.	B.	B.	G.	B.	G.	G.	B.	G.	G.					
In the schools	..	29	148	4	7	55	5	9	107	..	28	55	51	28	115	43	42	434	287	721	353	368
Boarded out	44	30	15	151	96	..	92	82	5	99	72	..	..	..	..	1	8	406	289	695	616	79
With friends	2	4	47	12	10	2	9	5	24	5	18	3	1	8	16	5	5	118	53	171	115	56
At service	6	21	57	16	8	18	33	35	47	8	50	8	26	18	44	19	6	219	201	420	275	145
Training-ship	..	..	..	..	..		1	..	..	..	..	..	..	..	..	..	..	1	..	1	1	..
In hospitals, convalescent homes, &c.	..	..	..	1	2		1	..	1	..	1	..	..	..	8	..	..	6	3	9	6	3
In mental hospitals	..	..	..	1	..	1	1	..	2	2	1	..	..	..	..	..	..	6	2	8	6	2
At Costley Training Institution	19	..	..	..	..		..	..	..	..	..	..	..	..	..	..	..	19	..	19	17	2
Under control of refuges or cognate institutions	..	2	..	..	6	7	2	1	..	..	1	..	..	..	..	..	..	2	17	19	12	7
Under control of orphanage, cottage home, &c.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	1	2	1	1
In gaol	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	6	..	6	5	1
Absent without leave, or whereabouts unknown	..	..	20	..	..	8	8	..	34	1	1	2	1	..	15	..	..	75	5	80	57	23
Totals	72	86	287	185	129	86	147	132	226	115	167	68	79	49	198	69	61	1,298	858	2,151	1,464	687
	158			314			279			282		147			262							

The admissions to the schools during the year are classified according to the two following tables:—

ADMISSIONS IN 1907, CLASSIFIED ACCORDING TO CAUSE OF ADMISSION.

Admitted as	Government Schools.											Private Schools.						All Schools.		
	Auckland.		Boys' Training Farm, Weraroa.	Receiving Home, Wellington.		Te Oranga Home.	Receiving Home, Christchurch.		Burnham.	Caversham.		St. Mary's, Auckland.		St. Joseph's, Wellington.	St. Mary's, Nelson.		St. Vincent de Paul's, Dunedin.	Boys.	Girls.	Total.
	B.	G.	B.	B.	G.	G.	B.	G.	B.	B.	G.	B.	G.	G.	B.	G.	G.			
Destitute	1	5	2	20	20	1	15	4	1	13	5	1	1	1	14	2	4	67	43	110
Begging	..	..	..	..	..	..	..	..	1	2	..	..	..	..	..	..	..	3	..	3
Vagrant	3	..	8	..	1	1	..	..	2	..	..	2	..	..	1	1	1	16	4	20
Associating with disreputable persons	2	8	..	4	6	1	1	2	..	2	3	1	..	3	5	2	2	15	27	42
Uncontrollable	5	3	5	1	2	5	..	1	4	..	..	4	1	..	1	..	..	20	12	32
Accused or guilty of punishable offences	1	1	6	2	2	5	..	..	42	..	..	7	1	..	5	..	..	63	9	72
By arrangement	..	1	..	1	..	..	..	1	..	2	..	..	..	..	..	..	..	3	2	5
Transferred from gaol	..	..	..	..	..	1	..	..	5	..	..	..	..	..	..	..	..	5	1	6
Totals	12	18	21	28	31	14	16	8	55	19	8	15	3	4	26	5	7	192	98	290
	30			59			24			27		18			31					

ADMISSIONS IN 1907, CLASSIFIED ACCORDING TO PARENTS' CIRCUMSTANCES AND CHARACTER.

Fathers, described as	Mothers, described as	Precedent Condition of Children admitted in 1907.							Total.
		Destitute.	Begging.	Vagrant.	Associating with Disreputable Persons.	Uncontrollable.	Accused or Guilty of Punishable Offences	By Arrangement.	
Dead	Dead	..	..	..	..	1	1	..	2
"	Good	18	..	2	..	3	8	..	26
"	Questionable	1	..	..	..	3	1	..	5
"	Bad	..	..	..	4	..	..	..	4
Mentally unfit	Good	3	..	..	..	..	1	..	4
"	Questionable	..	..	..	..	1	..	..	1
Good	Dead	2	..	..	1	9	3	..	15
"	Mentally unfit	4	..	1	..	..	..	..	5
"	Good	20	..	7	..	8	46	1	82
"	Questionable	2	1	1	1	2	1	..	8
"	Bad	3	..	..	1	..	..	..	4
"	Unknown	3	..	2	1	2	..	..	8
Questionable	Dead	..	..	1	3	..	2	..	6
"	Good	1	..	..	..	..	4	..	5
"	Questionable	12	2	..	7	1	1	..	23
"	Bad	2	..	..	3	..	1	..	6
"	Unknown	..	..	2	..	..	..	..	2
Bad	Good	8	..	..	..	..	1	..	9
"	Physically unfit	1	..	..	..	..	..	..	1
"	Questionable	..	..	..	..	..	..	1	1
"	Bad	3	..	1	10	..	2	..	16
Deserter	Good	4	..	..	..	..	..	1	5
"	Questionable	1	..	..	..	..	1	..	2
"	Bad	2	..	..	4	..	..	..	6
Unknown	Dead	1	..	..	..	..	1	..	2
"	Physically unfit	1	..	..	..	..	..	..	1
"	Mentally unfit	1	..	..	..	..	..	..	1
"	Good	7	..	1	..	..	3	2	13
"	Questionable	6	..	..	..	..	..	..	6
"	Bad	5	..	1	6	1	..	..	13
"	Deserter	1	..	..	..	..	..	..	1
"	Unknown	3	..	1	1	1	1	..	7
	Totals	110	3	20	42	32	78	5	290

The number of admissions during the year (290) shows no change in the number for 1906. Of these, 58 were sent from Auckland, 80 from Wellington, 42 from Christchurch, 33 from Dunedin, 10 from Napier, and 9 from Palmerston North. Of the remaining 58 children, no one town sent more than 6 to the schools. Of the children admitted (290) 28·6 per cent. were illegitimate.

From information taken from the Magistrates' orders it is found that the religious denominations in which the children who were admitted are to be brought up are: Church of England, 131; Roman Catholic, 96; Presbyterian, 48; Methodist, 15.

The number of inmates who during 1907 ceased to be under the control of industrial schools was 214. Of these, 141 were discharged by warrant, 51 reached twenty-one years of age, 6 were married, and 16 died. Of this total 141 were of good character, 15 fair, and 2 bad; 2 were weak-minded, 23 were missing, 15 were discharged under fifteen years of age (9 of whom were adopted), and 15 under and 1 over that age died.

The number of deaths (16) shows an increase of 3 on the number for the previous year. The medical certificates show that, of the 7 inmates boarded out at the time of death, 1 died of whooping-cough and bronchitis, 1 diphtheria and heart-failure, 1 enteritis and exhaustion, 1 whooping-cough and convulsions, 2 diarrhœa, and 1 tubercular meningitis and coma. Six resident inmates died—1 of rickets, diarrhœa, and convulsions, 1 bronchitis and convulsions, 1 tonsillitis and diarrhœa, 1 acute laryngitis, 1 laryngitis and asphyxia, and 1 acute indigestion and general debility. One inmate (with friends) died of tubercular peritonitis and dropsy. One boy died in hospital of pulmonary tuberculosis and empyema, and one girl died in a mental hospital of tonsillitis and septicæmia.

Discharges, 1907.

Cause of Discharge.	Government Schools.											Private Schools.						All Schools.		
	Auckland.		Boys' Training Farm, Weraroa.	Receiving Home, Wellington.		Te Oranga Home.	Receiving Home, Christchurch		Burnham.	Caversham.		St. Mary's, Auckland.		St. Joseph's, Wellington.	St. Mary's, Nelson.		St. Vincent de Paul's, Dunedin.	Boys.	Girls.	Total.
	B.	G.	B.	B.	G.	G.	B.	G.	B.	B.	G.	B.	G.	G.	B.	G.	G.			
Warrant of discharge	3	3	23	4	3	1	6	3	51	1	8	4	4	3	19	5	..	111	30	141
Death ..	..	..	1	2	3	1	2	3	..	..	..	..	..	1	2	..	1	7	9	16
Reached age of 21 years	..	1	2	1	..	8	..	6	10	..	8	2	3	2	5	3	..	20	31	51
Marriage ..	..	..	..	..	..	2	..	2	1	..	..	..	..	1	..	..	..	1	5	6
Totals	3	4	26	7	6	12	8	14	62	1	6	6	7	7	26	8	1	139	75	214
	7			13			22			17		13			34					

Numbers of 1906 and 1907 compared.

Inmates.	At End of Year		Increase or Decrease.
	1906.	1907.	
In the schools	660	721	+ 61
Boarded out	690	695	+ 5
With friends	171	171	..
Adopted	1	..	− 1
At service	419	420	+ 1
In hospitals, convalescent homes, &c.	6	9	+ 3
In mental hospitals	6	8	+ 2
School for the deaf	2	..	− 2
At Costley Training Institution	19	19	..
Under control of refuges or cognate institutions	12	19	+ 7
Under control of orphanage, cottage home, &c.	6	2	− 4
In gaol	1	6	+ 5
Absent without leave, or whereabouts unknown	82	80	− 2
Training-ship	..	1	+ 1
Totals	2,075	2,151	+ 76

E. O. Gibbes,
Secretary for Education.

Education Department, Wellington, 28th June, 1908.

No. 3.
REPORTS OF MEDICAL OFFICERS.
Auckland Industrial School.

Auckland, 30th May, 1908.

Sir,—

I beg to report that the health of the children at the Mount Albert Industrial School has been excellent, and that all those children who are resident in the school are in good health.

There were a few severe cases of illness amongst the boarded-out children, but now all are in good health.

I have, &c.,

A. Challinor Purchas, M.B., C.M., M.R.C.S. (Eng.),
Medical Officer.

The Secretary for Education, Wellington.

ST. MARY'S INDUSTRIAL SCHOOL, AUCKLAND, GIRLS' BRANCH, PONSONBY.

SIR,— Auckland, 3rd June, 1908.

I have inspected thoroughly every department of the establishment, and find drainage, water-supply, &c., in good order. The children are well clothed and well fed. The dormitories are kept exceedingly clean and sufficiently ventilated. The children's bed-covering is ample and suited for the season. Every care is taken by the Mother Superior, Sister Mary Francis, to insure thorough cleanliness and happiness amongst the large number of inmates under her immediate control.

I have, &c.,
W. J. DARBY,
Hon. Physician.

The Secretary for Education, Wellington.

BOYS' TRAINING FARM, WERAROA.

SIR,— 30th April, 1908.

During the past year there have been no serious cases of illness. The general health of the inmates has been good.

The inconvenience from overcrowding mentioned in my last report still exists, and, although more accommodation has been provided, the number of inmates has largely increased during the year. This is a matter that is of importance, and should have some consideration.

The lighting of the cottage homes is defective, and the remarks made in my last report still hold good in this respect. I would again urge that the electric-light installation be extended to them.

I have from time to time examined the food, and the living and sleeping rooms, and have at all times found these properly attended to.

The water-supply is still defective, in that the filter-beds that have been put in get silted up, and have to be interfered with to allow enough water through for the requirements of the institution. The interference destroys for the time the power of the beds to remove from the water any dangerous ingredients it may contain, and so destroys the utility of the beds. I would suggest that, seeing the town of Levin has decided to put in a high-pressure supply, a pipe should be connected with that supply. This would be a great advantage in case of fire, and would give an unlimited supply of very excellent water for all purposes.

The Manager has at all times given me all assistance required in carrying out my duties, and the Matron has given every care and attention to the sick.

I have, &c.,
H. D. MACKENZIE, M.D.,
Medical Officer.

The Secretary for Education, Wellington.

WELLINGTON RECEIVING HOME.

SIR,— Wellington, 13th May, 1908.

I have the honour to report that during the past year I have visited and inspected the Wellington Receiving Home at regular intervals, and attended the children there, as well as those at the foster-homes in or contiguous to Wellington.

Since my last report additions and alterations have been made to the Home. From a medical point of view these are entirely satisfactory.

The general health of the inmates during the past year has been good. Seven patients have had minor operations, five of these being for tonsils and adenoids, and two for the opening of abscesses. There have been three deaths in the Home—two from meningitis, of which one was tubercular, and one from diphtheria. The latter was extremely ill when brought into the Home.

I can speak very highly of the attention of the foster-mothers to the children. I have often found that out of the allowance for board they have bought the children delicacies and simple remedies which must have absorbed several weeks' remuneration.

I have, &c.,
DONALD MCGAVIN, M.D., F.R.C.S. (Eng).,
Medical Officer.

The Secretary for Education, Wellington.

ST. JOSEPH'S INDUSTRIAL SCHOOL (GIRLS), WELLINGTON.

SIR,— Wellington, 6th June, 1908.

I have the honour to furnish the annual report on St. Joseph's Industrial School, Wellington.

I made my annual examination on the 4th June, 1908, and found the inmates happy, contented, and in the best of health. The dormitories, class, dining, and work rooms were scrupulously clean and tidy. The ventilating and sanitary arrangements are all that can be desired. Sister Ambrose is still in charge of the institution, and under her good management the health of the children is well looked after.

I have, &c.,
P. MACKIN, M.D., F.R.C.S. (Eng.).

The Secretary for Education, Wellington.

ST. MARY'S INDUSTRIAL SCHOOL, NELSON: BOYS' BRANCH, STOKE.

SIR,— Nelson, 25th May, 1908.

During the year ended the 31st March, 1908, the health of the boys at the Stoke Orphanage has been good on the whole.

At the end of August, 1907, there was an epidemic of pharyngitis and laryngitis, apparently influenzal in character. One boy died from laryngeal obstruction during this epidemic. I performed tracheotomy on him, but he ceased breathing soon after the trachea was opened.

On the occasions of my visits the condition of the dormitories and offices has been satisfactory.

None of the boys punished suffered in health therefrom.

The septic tank is now working satisfactorily.

The management of the whole institution appears satisfactory.

I have, &c.,
P. A. BETT, M.B., M.R.C.S.,
Medical Officer.

The Secretary for Education, Wellington.

TE ORANGA HOME.

SIR,— Christchurch, 30th May, 1908.

I have the honour to forward my annual report on Te Oranga Home.

The health of the inmates has been exceptionally good during the past year, there having been no case of serious illness except one case of appendicitis, the patient making a good recovery.

The Home, as usual, has been kept beautifully clean and tidy. I can testify to the excellent management of the Home, and congratulate Government on having the services of such an excellent Matron as Mrs. Branting. I consider that she is doing a very good work among a class of girl most difficult to influence for good.

The need of the new building is urgently felt. It is to be hoped the work will be pushed forward, so that the girls may be separated into three or more classes

I have, &c.,
A. MOORHOUSE, M.B., Ch.B.,
Medical Officer.

The Secretary for Education, Wellington.

CHRISTCHURCH RECEIVING HOME.

SIR,— Christchurch, 30th May, 1908.

I have the honour to submit the annual medical report of the Government Receiving Home, Christchurch.

There have been no serious epidemics of infectious fevers among the inmates. One child, boarded out in Sydenham, had scarlet fever; she made good recovery. Another boarded-out child had pneumonia and was sent to the public hospital, where she made a good recovery. There have been two deaths, an infant, on the 23rd May, 1907, from bronchitis and convulsions; the second, on the 5th September, from tonsillitis and diarrhœa. The other illnesses have not been of a serious nature.

The management is in every respect most satisfactory, scrupulous cleanliness and order being maintained. The Matron and staff are seriously handicapped by having to work in two houses. It is especially unpleasant in wet weather. The new building is urgently needed, so that all the inmates may be under one roof.

It has been most gratifying to see the change for the better generally shown by the children in a short time after their committal.

I have, &c.,
A. MOORHOUSE, M.B., Ch.B.,
Medical Officer.

The Secretary for Education, Wellington.

BURNHAM INDUSTRIAL SCHOOL.

SIR,— Christchurch, 13th June, 1908.

I have the honour to present the following report on the health of the Burnham Reformatory for the year 1907. There was very little illness of a serious nature during the year—in fact, the number of cases of severe illness was less than for several previous years. I attribute this to the exceptionally fine winter. There were, however, as usual, a large number of cases of a septic type, due to infection, though very few were bad enough to be sent to Christchurch Hospital.

Waterproof Floors.—As new buildings are in course of erection, I strongly recommend that the floors be rendered waterproof by dressing them with paraffin or otherwise, as is done in naval and military hospitals at Home. The floors at present never become quite dry in winter after the usual scrubbing, being old and porous. The consequent dampness of the air in the dormitories has a most unfavourable influence on health: it lowers the resistance to disease and retards the recovery of sick boys confined to bed, and you know we have no hospital. Professor W. Thomson, of Manchester, in the *Lancet* of the 11th April, 1908, says, "Thoroughly dried air has a much more powerful oxidizing influence on the blood than air which has not been dried. Whereas, when breathing dry air, the lungs exhale 5·2 per cent. of carbonic acid, they exhale less than 4 per cent. of carbonic acid when breathing damp air."

I have, &c.,
W. H. SYMES, M.D., B.Sc.,
Medical Officer.

The Secretary for Education, Wellington.

CAVERSHAM INDUSTRIAL SCHOOL, DUNEDIN.

SIR,—

In presenting the annual report of the above school, I am glad to be able to say that there has been very little illness either among the inmates of the school or among those boarded out. There has been a little anæmia, a few isolated cases of influenza, bronchitis, and acute tonsillitis with enlarged cervical glands, and a few minor complaints; there has been no epidemic. One bad case of inherited specific disease is likely to require constant supervision with regard to his health. The majority of the children look bright and cheerful, and well nourished.

I have, &c.,
EMILY H. SIEDEBERG, M.B., C.M.,
Medical Officer.

The Secretary for Education, Wellington.

ST. VINCENT DE PAUL'S GIRLS' SCHOOL, DUNEDIN.

SIR,—

Dunedin, 1st June, 1908.

I have the honour to submit my annual report on the St. Vincent de Paul Orphanage, South Dunedin.

I am pleased to state that the health of the inmates continues in a very satisfactory state. Little sickness, and nothing of an infectious nature, manifested itself during the year. One death—the first in two years—took place, an infant succumbing to acute laryngitis.

The sanitary arrangements are excellent, and all hygienic details, the feeding and clothing of the children, are capably attended to by the Rev. Mother Superior and sisters.

I have, &c.,
EUGENE J. O'NEILL, M.B., F.R.C.S. (Eng.),
Medical Officer.

The Secretary for Education, Wellington.

Approximate Cost of Paper.—Preparation, not given; printing (2,075 copies), £5 11s.

By Authority: JOHN MACKAY, Government Printer, Wellington.—1908.

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E.-3A.

NEW ZEALAND.

With the Compliments of

1908.

NEW ZEALAND.

Education Department,

Wellington, 190

EDUCATION:

THE COSTLEY TRAINING INSTITUTION.

("THE COSTLEY TRAINING INSTITUTION ACT, 1885," AND "THE COSTLEY TRAINING INSTITUTION ACT AMENDMENT ACT, 1907.")

[In continuation of E.-3A, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

THE COSTLEY TRAINING INSTITUTION, AUCKLAND.

The following is the report of the Trust Board for the year ending December, 1907:—

On the 31st December there were twenty-seven boys in residence at Richmond Road. Of this number, sixteen were engaged in various trades in the city, and eleven were attending Richmond Road Public School. There are also seventeen under the charge of the Trust Board not resident at the Institution. Of these, eleven are working at trades in Auckland, and by permission of the Board receive their own wages and pay their own expenses. Of the others, four are in the country and one at sea.

An amendment of the Costley Training Institution Act of 1885 passed through the House in August last. Under this Act the number of Trustees may be increased to five (instead of three) by the appointment of two additional Trustees. The Trustees will be a body corporate under the name of "The Costley Training Institution Trust Board." Messrs. Charles Hudson and Wesley Spragg have been appointed. The former (Mr. Hudson) accepted an invitation as an associate Trustee in 1901, and for six years has rendered much valuable assistance to the management of the institution. The latter (Mr. Spragg) is a new member. The Board is pleased at being able to secure the services of this gentleman, whom they feel sure will take a keen interest in the working of the institution. Mr. Spragg has been for many years connected with the Young Men's Christian Association.

The report of the Honorary Medical Officer is attached, showing the health of the boys to have been good. The best thanks of the Trust Board are due to Dr. Aicken for his valuable services.

The best thanks of the Trust Board are also due to Messrs. Carter and Foster, dentists, of Karangahape Road, for their kind and gratuitous services to the boys.

The boys have again, through the kindness of Mr. A. J. Farmer, been able to enjoy a very beneficial stay at Kawau during the Christmas holidays.

All the boys regularly attend church according to the religious body to which they belong. On Sunday afternoon, by arrangement with Archdeacon Calder, the boys have received religious instruction under the Rev. F. C. Thomas, and have made good progress. Eleven received conditional baptism, and fifteen were confirmed.

Several entertainments have been held during the year, and the boys have been invited to several plays, including the pantomime. The Board wish to thank all who have interested themselves for the boys' amusement.

The Board also wishes to thank Mrs. Farrell, Hobson Street, for magazines and scraps; also the editors of the following periodicals: The *Christian Herald*, the *Defence*, the *Liberator*, and the *Home Journal*—for periodicals supplied.

The balance-sheet shows a credit on the year, the amount being £39 5s. 10d.

MEDICAL OFFICER'S REPORT.

DEAR SIR,— Fenor Dene, Park Road, 19th February, 1908.

The report I have to make in regard to the health of the boys in the Institute is highly satisfactory. No serious case of illness has occurred during the past year; I have only had to attend to trivial ailments.

The Master and Matron have been most careful in their attention to the boys, and are, in my opinion, to be congratulated for their excellent management.

Yours, &c.,
ROLAND AICKEN, M.D. (Edin.), Ch.B., D.Ph.

The Chairman, Costley Training Institute.

SCHEDULE SHOWING THE TRADES AND OCCUPATIONS AT WHICH THE BOYS ARE EMPLOYED.

Boys resident at the Institution.

Trade.	Number of Boys engaged.	Weekly Wages respectively.
Blacksmith	1	25/-
Leather-dressers	2	25/-, 10/-
Stove-maker	1	15/-
Bootmakers	2	20/-, 14/-
Saddler	1	15/-
Ironmoulder	1	15/-
Cooper	1	9/6
Bookbinders	3	8/-, 8/-, 8/-
Tailor	1	8/-
Upholsterer	1	8/-
Wood-turner	1	5/-
Chairmaker	1	5/-

Boys at Trades (not in the Institution).

Trade.	Number of Boys engaged.
Blacksmith	1
Bookbinder	1
Bootmakers	2
Gasfitter	1
Plumber	1
Tailor	1
Ironworker	1
Railway Department	1
Motor-car driver	1
Watchmaker	1
Block and pulley maker	1
Cabinetmaker	1
At sea	1
Farmers	3

Boys at School (showing Standard).

Number of Boys.	Standard passed.	Number of Boys.	Standard passed.
1	VI	1	II
1	V	1	I
2	IV	1	3 (primer.)
4	III		

BALANCE-SHEET to 31st December, 1907.

Liabilities.	£	s.	d.	£	s.	d.	*Assets.*	£	s.	d.
To Costley bequest ..	12,150	0	0				By Buildings and land, Richmond Road ..	4,067	6	9
Mrs. Hodge's bequest ..	672	3	9				Loans on mortgage	8,925	0	0
Scarborough House—							Savings-bank, boys	149	6	8
Profit on sale ..	70	0	0				Sundry debtors	354	17	11
				12,892	3	9	Piano	35	0	0
Trust Account ..	149	6	8							
Sundry credits—Bank ..	23	10	2							
Interest placed on loan ..	50	0	0							
				222	16	10				
Revenue Account—										
Amount to credit, 31st December, 1906 ..	377	4	11							
Add—										
Profit on Working Account for year ended 31st December, 1907	39	5	10							
				416	10	9				
				£13,531	11	4		£13,531	11	4

PROFIT AND LOSS ACCOUNT for the Year ended 31st December, 1907.

	£	s.	d.	£	s.	d.		£	s.	d.
To Provisions	436	7	2				By Interest	411	9	8
Clothing	122	16	2				Boys' Earnings Account	400	16	5
Expenses	142	0	0				Education Department	239	11	0
Repairs	33	3	0				University grant	25	1	0
Boys' allowances ..	31	8	0				Discounts	1	12	4
Savings-bank, boys ..	46	6	10				Interest transferred	7	17	7
Salary and wages ..	235	1	0							
				1,047	2	2				
Balance carried to the credit of Revenue Account				39	5	10				
				£1,086	8	0		£1,086	8	0

Examined and found correct,—J. K. WARBURTON, Controller and Auditor-General.

Approximate Cost of Paper.—Preparation, not given ; printing (1,725 copies), £2 6s. 6d.

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NEW ZEALAND

With the Compliments of
The Inspector-General of S
and Secretary for Education

1908.

NEW ZEALAND.

Education Department,
Wellington,

EDUCATION:

SCHOOL FOR THE DEAF.

[In continuation of E.-4, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

Extract from the Thirty-first Annual Report of the Minister of Education.

School for the Deaf.

The school reopened with 71 pupils on the roll—36 boys and 35 girls. During the year 4 boys and 1 girl were admitted and 1 girl left the school, thus the number belonging at the close of the year 1907 was 75—40 boys and 35 girls.

The increase in the population of the Dominion, the enactment making the education of deaf children compulsory, and the fact that it is now the practice to admit pupils at an earlier age than formerly, must all have the effect of adding to the number of children to be provided for, and the question of making additions to the residential accommodation at Sumner is now under consideration.

The expenditure on the institution for the year 1907 was: Salaries of Director and teachers, £1,589 13s. 3d.; Matron and servants, £859 6s.; housekeeping, £957 7s. 10d.; travelling-expenses (including transit of pupils), £161 6s. 1d.; school material, £6 16s. 8d.; clothing, £26 16s. 3d.; medical attendance and medicines, £29 11s. 8d.; water-supply, £114 5s.; boarding-out of pupils, £126 18s. 11d.; general maintenance of buildings, and furniture, £289 0s. 11d.; laying-out of grounds, erection of dairy and fowlhouses, £788 2s. 10d.; sundries, £162 6s. 2d.: total expenditure, £5,111 11s. 7d. Deducting parents' contributions, £538 4s. 4d., the net expenditure was £4,573 7s. 3d.

No. 2.

Report of the Director.

Sir,— School for the Deaf, Sumner, 24th April, 1908.

I have the honour to lay before you my report for the year 1907.

After the summer holidays sixty of the preceding year's pupils—thirty of each sex—returned to the school, and eleven new pupils—of whom six were boys and five were girls—were admitted, making a total of seventy-one at the commencement of the school year. Some weeks later, by the admission of four boys and one girl, the number on the roll was raised to seventy-six. In May one of the older girls was removed, her parents wishing her to take advantage of an opportunity open to her of learning dressmaking in her native town. There were no further changes until the end of the year, when the number on the roll was seventy-five, including forty boys and thirty-five girls. Three boys and two girls were boarded out, one boy and one girl lived with friends, and the other sixty-eight children resided at the school.

Of the new pupils, two were of special interest. One was a lad of fourteen, who had lost his hearing five years previously owing to an attack of meningitis. It cannot be too often repeated that at such an age, if the art of lip-reading be not acquired, the loss of hearing is quickly followed by the loss of speech. Hence it is important, and doubly so with young children, that in all cases of loss of hearing as little time as possible should elapse before proper instruction in lip-reading is given. When the boy in question was placed under our care his speech was rapidly becoming unintelligible, and his mental faculties were becoming dormant. Probably in another year's time he would have become a mute. There is no doubt that these five wasted years have greatly added to the disabilities under which this unfortunate boy labours. The other case was that of a little girl of eight, who, in addition to her deafness, has the double burden of being almost blind. Her education will necessarily proceed at a much slower rate than that of the other children; but, by making use of her sense of touch and of the little eyesight she possesses, it has been found possible to instruct her by articulation methods, and she can now make use of a few words. It was gratifying to find that the parents of some of the new-comers had made good use of the instructions given to them for the home treatment of their children prior to admittance.

Fourteen of the seventy-six pupils came from the Auckland Provincial District, three from Taranaki, one from Hawke's Bay, eighteen from Wellington, two from Marlborough, eighteen from Canterbury, two from Westland, and eighteen from Otago.

From the significant fact that for some years such thickly populated centres as Oamaru, Nelson, Napier, and others have sent no pupils to the school, one is led to fear that there may be neglected deaf-mutes in these districts. The pupils, past and present, of the school serve to a great extent to give publicity to the school, and it is remarkable how often they have been the direct or indirect means of bringing us in touch with new cases. This particular form of advertisement is lacking in the districts referred to, but meanwhile every effort is being made to insure that the compulsory clauses of the Education Act with regard to deaf-mutes are enforced. The information contained in the census returns, and in the reports of the police and of the truant officers, are proving of great value in this respect. Nevertheless, the number of deaf-mutes attending school here is considerably lower in proportion to the population than it is in many other countries. For example, Denmark, with a population of less than two and a half millions, has 334 deaf children attending school.

At the end of the year four boys and eight girls were removed from the school. Three of the boys, having made excellent progress in lip-reading and in general knowledge while here, are now having their education completed at public schools. It is not expected that they will be able to compete there on equal terms with ordinary boys, but that by co-education with the hearing they will be better equipped for their life struggle in a hearing world. One of the chief drawbacks of a large institution is the tendency of its inmates to adopt those peculiar habits of thought and of language that are technically known as deaf-mutisms, and which only constant intercourse and association with hearing persons will entirely remove. It is for the avoidance of these habits that the system of boarding out is advocated. The fourth boy has obtained suitable employment, and is now learning a trade. One of the eight girls referred to was removed on account of her delicate health. She is now being educated with satisfactory results by a governess at her own home. Three of the others were of advanced age, and are among those pupils often referred to in previous reports, who, for various reasons, were not sent here till much later in life than should be the case. All three, however, had made very good progress during the few years they were here. The other four girls had been the usual time at school, and the progress they had made was satisfactory. Besides the ordinary school course, the seven girls last mentioned had received a practical training in needlework, cooking, laundry-work, and general housework. The boys who left had been taught to milk, and to use carpenter's tools and garden-tools.

Though not quite so good as last year, the general health of the pupils has been excellent. We were fortunate in escaping the more serious epidemics prevalent last year, but the work of a few of the pupils was interrupted owing to attacks of whooping-cough and of chicken-pox.

To cope with the large influx of new pupils, and to take the place of the teachers who left the staff during the preceding year, two new teachers were put into training. Owing to a still further increase in numbers being expected, two additional teachers were advertised for at the end of the year. The work of the school will for some time continue to suffer from the too great preponderance of untrained teachers on the staff. Under the circumstances this has been unavoidable; but as time goes on this defect should disappear. Meanwhile only by unwearying patience and by unflagging zeal on the part of the teachers can the high standard of work set up in the past be maintained.

The contract for the laying-out of the grounds of the school was completed in the spring of the year. The work has been designed and carried out with great taste, abundant use being made of the natural features of the grounds. The beneficial effects of a beautiful environment are already noticeable, and the facilities which will in future be available for nature-study cannot fail to have marked results in developing habits of observation among the pupils and in forming their characters.

The annual picnic and sports of the school were held at Diamond Harbour. Our thanks are due to the members of the Lyttelton Harbour Board for their kindness in placing at our disposal the steam-tug "Canterbury" to convey the children there, and also to Mrs. Stoddart, who kindly lent her grounds for the occasion.

As there is every reason to expect that the number of the pupils will continue to increase, and as the present buildings are already becoming overcrowded, the necessity of making provision for future needs is urgent. It has frequently been pointed out that the education of the deaf cannot be carried out with the fullest degree of success in very large institutions. The deaf should not be herded together. On the contrary, they should be separated as much as possible from persons similarly afflicted, and should be brought into association with hearing persons on every opportunity. The present number of pupils is, in my opinion, the largest that should be tolerated in any one institution. The experiment of receiving pupils at an early age has quite know what would have become of them. They would have grown up like animals or little better, but now they are as happy as can be. They enjoy themselves in a great many ways, take a keen interest in all the important questions of the day, and read the newspaper before breakfast as eagerly as if they were business people.

I asked William the other night if he was forgetting the lip-reading. His reply was, "That is impossible." Then I said, "Have you learned to read lips better since you left school?" He said, "Just the same." So you see that your work is solid and lasting. It is impossible to estimate the value of the work done at the institution. Only those who know something of the terrible affliction of deafness can have a faint idea. I feel very grateful to the late Mr. Van Asch, yourself, and to the teachers at the institution for all their kindness and for the very great interest they have taken in my children the many years they were at school.

I hope the institution will continue to prosper in the future as it has done in the past, and so be a blessing to all who are afflicted with deafness.

I have no hesitation in saying that I think it should be compulsory to send deaf children to the institution and to be kept there until the Director considers them fit to leave. I consider that it is cruel to allow a deaf child to grow up in ignorance when such blessings are within reach.

I shall be glad to answer any questions at any time or do anything within my power for the benefit of any deaf child, or to further the interests of the institution with which my four deaf children have been for so many years connected.

Use this as you please.

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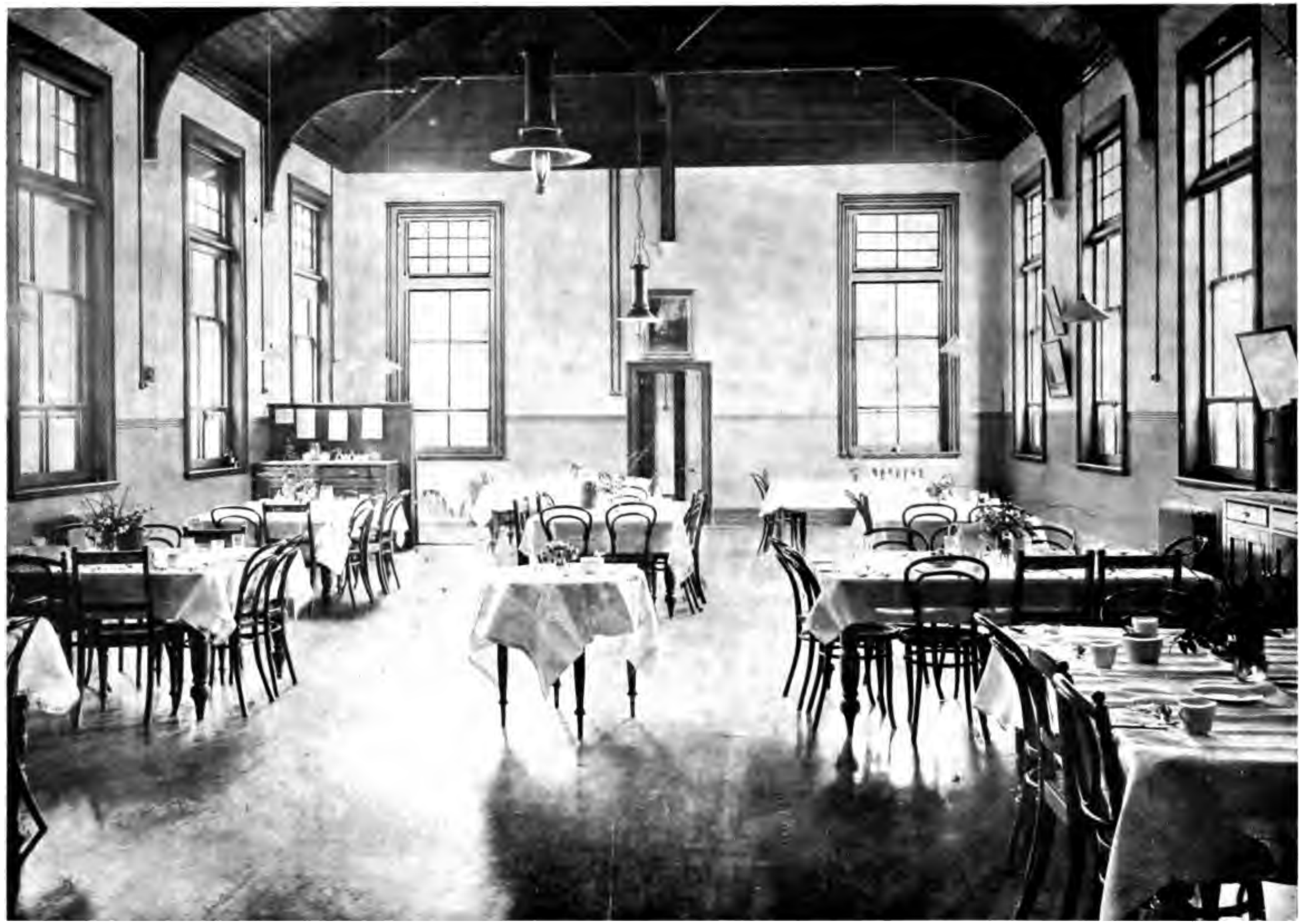
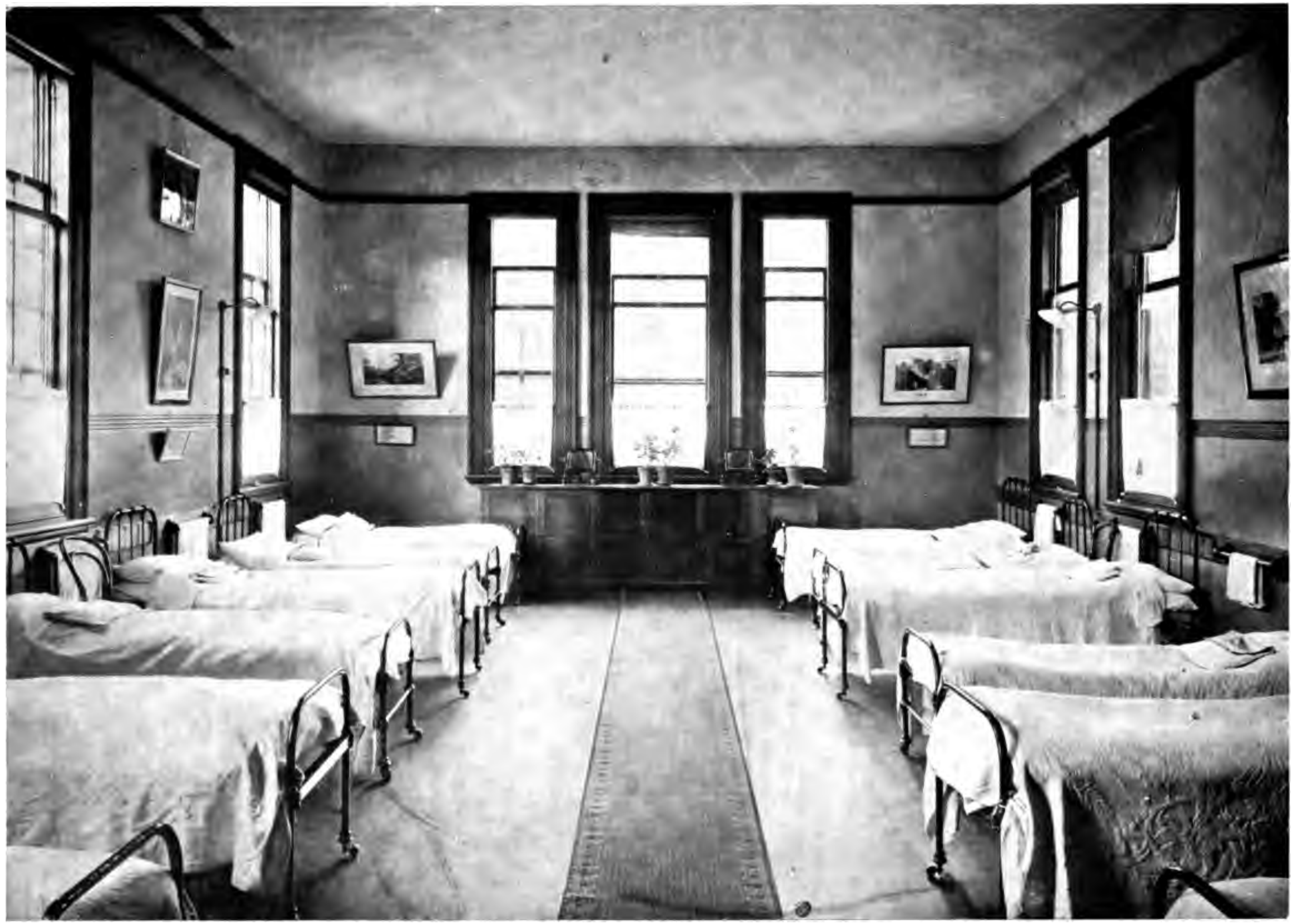
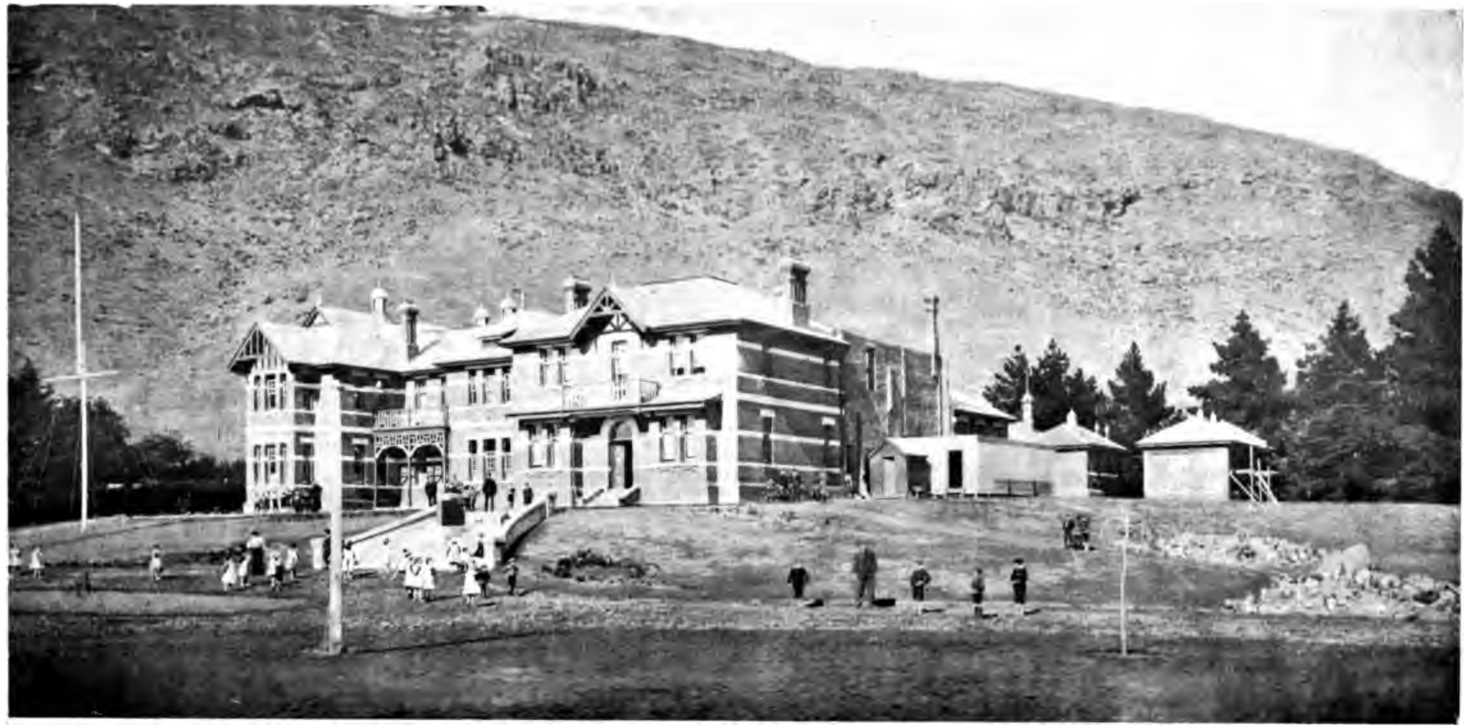


The Dining-hall.



A Dormitory for Girls.



New Building, containing Director's House, Class-rooms, Dining-hall, and Girls' Quarters.

NEW ZEALAND.

With the Compliments of
The Inspector-General of Schools
Secretary for Education.

1908.
NEW ZEALAND.

Education Department,
Wellington 19

EDUCATION:

MANUAL AND TECHNICAL INSTRUCTION.

[In continuation of E.-5, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

Library

No. 1.

EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

MANUAL AND TECHNICAL INSTRUCTION.

CONSIDERABLE progress continues to be made in the several education districts in connection with the establishment and conduct of classes for manual and technical instruction. In districts in which the controlling authorities or the managers, as the case may be, have appointed directors or superintendents there is evidence of a decided advance, in face of many real difficulties and hindrances, towards the goal in view—namely, the establishment of organized technical schools, providing graded courses having a direct bearing on local requirements in the way of science, art, and technology. It is to be hoped that the time is not far distant when attendance at a technical school shall mean not, as has been too often the case in the past, merely attendance at one or two classes, not necessarily connected, but attendance at a definite course of instruction. The advance referred to, while due in some measure to the provision made by the Government for free technical education, has been brought about by the continued efforts of those in charge of the schools, supplemented by the enlightened attitude, in many cases, of employers who have done and are doing a good deal to encourage attendance at classes. Valuable assistance in the same direction has also been rendered by many local bodies, and industrial and trade associations. Assistance of a practical nature in the shape of monetary contributions continues to be received by controlling authorities and managers. These contributions are to be regarded as evidence of local interest in the work, and, with the Government subsidy of £1 for £1, have made a welcome addition to the funds of the classes concerned.

During the year applications by controlling authorities for new or additional buildings and equipment for classes have been favourably entertained so far as available funds and other circumstances permitted. In one or two instances the estimate by the controlling authority of the actual requirements of a centre in the way of buildings seems at present hardly to have been borne out by returns of classes and attendance thereat. There is, however, reason to expect that in the instances referred to the accommodation provided will be fully taken up in the near future. The matter is in the hands of those in whose interest it is to use the opportunities now placed within their reach.

Reference was made last year to the establishment in certain districts of sub-centres in the smaller towns. This desirable extension of work continues to progress with results that appear to justify the experiment. Given suitable and convenient means of communication, there would appear to be no reason why technical schools in the larger centres of population should not, as parent schools, arrange for classes at convenient sub-centres. In any case it would seem to be desirable from many points of view for what may be termed the central technical school in a district to be closely in touch with such classes as may be established in adjacent townships. A good deal of well-meant, but, it is to be feared, wasted effort would probably be saved, and better results in other ways achieved thereby.

Over eighteen hundred (1,800) junior and senior free places were held at technical schools during the year, an increase of about two hundred. The proportion of junior free pupils qualifying for senior free places, entitling them to three years' additional free education, continues to be comparatively small, the total number of senior free pupils last year being only 146. The demand on the part of free pupils for instruction in commercial subjects continues to be as marked as in previous years, nearly 60 per cent. of the pupils selecting commercial courses in preference to courses relating to industries, trades, or professions such as engineering. Day technical classes attended chiefly by free pupils who have passed thereto direct from the public school were held at several of the larger centres. The range of instruction at these classes is, generally speaking, secondary in character, and many of the subjects of instruction are such as may properly, and in many case do, find a place in the curriculum of secondary schools. It is a question, in view of the youth of most of the pupils and of other considerations, whether the end in view would not be better attained by a preliminary course of instruction, without specialisation, at a secondary school in the case of those pupils who purpose following commercial or domestic pursuits.

The number of recognised classes in operation during the year was 5,851, as against 5,012 for the previous year. Of these classes, 4,459 were classes for instruction in various branches of handwork in connection with over a thousand primary and secondary schools, while 1,392 were technical and continuation classes for instruction in various branches of science, art, and technology. Of the latter, 791 were special classes under an Education Board or the Board of Governors of a secondary school as controlling authority; 487 were associated classes, conducted by managers representing the controlling authority, local bodies, and others contributing to the classes; while 114 were college classes under the governing body of a university college as controlling authority. Technical classes were held at over a hundred different places, an increase of nearly thirty.

Instruction in various branches of handwork is now a feature of the curriculum of most public and secondary schools. Cookery and woodwork among other subjects are now being taught in every education district. During the year 327 cookery classes and 280 woodwork classes were in operation. These classes continue in most cases to be conducted on the central system. In certain districts increasing attention is being given by controlling authorities to instruction in science on practical lines. Grants have been made by the Government for the erection and equipment of laboratories for individual practical work, with the result that a not inconsiderable number of laboratories are now available for the instruction of pupils attending district high schools and secondary schools.

Instruction in elementary agriculture was given in nearly four hundred schools during the year. In several districts this important branch of elementary education is in charge of itinerant instructors, who, in addition to supervising school gardens and experimental plots, also conduct training classes for teachers as well as classes for persons engaged in agricultural and pastoral pursuits. In three districts instruction was given in the principles and practice of dairying in addition to work in connection with school gardens. Altogether the progress made in the districts in which special attention is being given to agricultural instruction by controlling authorities cannot be regarded as other than satisfactory. Many of the classes have received valuable help in the way of voluntary contributions from local bodies, agricultural associations, and others interested in the work.

The special grants to Education Boards for the training of teachers have been increased this year. The grants have, on the whole, been well and wisely used, and most of the classes established for the benefit of teachers have been well attended. Special courses in the shape of summer and winter sessions have again been arranged for in some districts with very satisfactory results. These classes, together with the opportunities provided by the training colleges in the four large centres, should enable those taking up the profession of teaching in public schools to provide themselves with a not altogether inadequate equipment for their work. At the examinations of the City and Guilds of London Institute, twenty-one teachers passed the examination in cookery and five that in woodwork.

The total expenditure by the Government on manual and technical instruction for 1907 was £71,754 16s. 11d. The details are as follows: Capitation on all classes, £26,764 7s. 10d.; grants for material for class use, £1,008 11s. 2d.; grants for buildings, rent, and equipment, £22,862 11s. 1d.; subsidies on voluntary contributions, £13,482 11s. 6d.: free places, £4,131 11s. 2d.: railway fares of free-place holders, £784 18s. 3d.; railway fares of instructors and students, £869 12s. 2d.; inspection, £996 7s. 6d.; expenses in connection with the examinations of the Board of Education, South Kensington, and of the City and Guilds of London Institute, £840 3s. 6d.; sundries, £14 2s. 9d. The sum of £161 6s. 4d. was recovered by way of examination fees and from sale of material used at examinations, leaving a net expenditure of £71,593 10s. 7d. (Note: This total includes a subsidy of £10,000 on the contribution of the Auckland Savings-bank to the funds of the Auckland Technical College.)

No. 2. DETAILS RELATING TO MANUAL AND TECHNICAL INSTRUCTION.

TABLE A.—MANUAL AND TECHNICAL INSTRUCTION 1907.—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES.

School or Classes.	Number of Classes.	Subject of Instruction and Average Attendance.																					Totals.	Payments up to 31st December, 1907.				
		Freehand (from the Flat and Round), Light and Shade.	Perspective and Geometrical Drawing.	Design and Ornament.	Drawing, Modelling, and Painting from Antique and Nature.	Machine-construction, Mechanical and Trade Drawing.	Architecture and Building-construction, Practical Plane and Solid Geometry.	Practical Mechanics and Mathematics, Surveying.	Mechanical and Electrical Engineering, Telegraphy and Telephony.	Experimental and Natural Science (Chemistry, Botany, Magnetism, Electricity, Physics, &c.)	Woodwork, Ironwork, and Metal-work.	Wood - carving, Modelling and *Repoussé* Work.	Carpentry and Joinery, Cabinetmaking, Painters' and Decorators' Work, Coachbuilding.	Plumbers' and Tinsmiths' Work, Iron and Brass Moulding, Blacksmithing.	Cookery and Laundry-work, Dressmaking, Millinery, Tailoring.	Wool-sorting.	Commercial Subjects.	English, Latin, French, German, Maori, Arithmetic, and Mathematics.	Music, Singing, and Elocution	Training-classes for Teachers in Elementary Handwork, Cookery, and Dressmaking.	Training-classes for Teachers in Drawing.	Training-classes for Teachers in Physical Measurements, Elementary Agriculture, Nature-study, and Science.		Capitation.	Grants for Buildings, Furniture, and Apparatus.	Rent.	Grants for Material.	Pound-for-pound Subsidy on Voluntary Contributions.
																								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland Education Board—																												
Auckland Technical College ..	149	133	..	..	..	171	78	232	36	235	128	..	33	65	122	..	556	818	..	50	266	128	3,051	2,262 4 9	..	226 0 0	159 12 11	10392 7 0
Technical classes, Dargaville	2	..	..	..	..	..	..	..	..	..	..	..	..	..	8	..	19	..	..	..	..	..	27	14 16 7	..	3 0 0	..	..
" Whangarei	15	..	..	..	22	5	3	..	..	..	6	..	11	..	3	..	46	..	..	12	..	..	108	156 6 0	3 2 0	..	5 18 6	27 14 6
" Hikurangi	5	..	..	..	..	..	..	..	7	..	..	..	..	..	..	..	21	..	..	..	..	..	28	74 0 8	..	1 2 0	..	..
" Onehunga	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	41	41	28 1 0	..	..	..	..
" Thames ..	21	..	..	..	..	7	..	..	..	4	7	..	4	..	60	..	132	54	..	..	..	..	268	255 17 1	1 10 0	..	6 16 5	..
" Waihi ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7 12 6	..	3 12 0	..	..
" Te Aroha..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	17	..	..	..	..	..	..	24	41	11 12 6	..	8 2 0	..	..
" Hamilton	2	..	..	..	..	..	..	..	..	..	..	..	..	..	18	..	..	..	..	..	..	..	18	9 3 0	10 18 10	13 11 0	..	..
" Cambridge	1	..	..	..	..	..	..	..	..	..	..	..	..	..	9	..	..	..	..	..	..	..	9	..	..	7 15 0	..	..
" Waihou ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8 3 6	..	2 14 0	..	..
" Papakura	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33	33	35 0 1	..	..	..	..
" Pukekohe	3	..	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	..	44	52	41 19 3	..	4 5 0	..	..
" Huntly ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	..	..	..	..	12	..	..	8 10 0	..	..
" Ngaruawahia	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	9	..	..	3 15 0	..	..
" Te Kopuru	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8 7 3	..	..	..	..
" Paeroa ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	48	48	5 11 9	..	3 0 0	..	..
" Kamo ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12 6 0	..	..	..	..
" Whakapara	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2 4 3	..	..	..	..
"Elam" School of Art ..	17	323	30	..	95	..	..	..	..	..	..	35	..	..	..	..	..	..	..	..	..	..	483	401 13 0	20 19 9	30 0 0	..	200 0 0
Taranaki Education Board—																												
Technical School, New Plymouth	33	3	..	..	4	2	3	..	..	8	15	15	7	9	43	..	14	25	..	8	10	32	198	60 4 9	1,382 16 8	..	12 9 2	18 18 6
Technical classes, Stratford ..	24	15	..	..	..	..	..	..	..	11	4	11	..	10	63	..	29	13	..	44	14	51	265	63 14 4	473 5 0	..	8 0 8	23 16 6
" Opunake ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	5	3 15 9	..	..	..	..
" Inglewood	4	..	..	..	..	..	..	..	..	..	..	..	..	..	16	..	16	40	..	..	..	..	72	..	..	..	..	..
Wanganui Education Board—																												
Technical School, Wanganui	79	25	..	10	39	12	23	7	65	36	..	41	39	29	75	..	273	155	..	83	57	309	1,278	230 19 3	728 14 8	..	57 0 4	140 8 9
Technical classes, Palmerston North	3	..	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	11	..	15	30	2 14 6	..	..	..	..
Technical School, Hawera ..	14	..	..	..	29	..	..	..	..	15	6	..	..	14	11	..	10	..	..	8	..	27	120	33 2 9	..	..	..	53 15 0
" Feilding ..	21	..	..	..	24	..	10	..	..	..	..	13	12	9	35	..	95	12	..	..	..	13	223	71 9 4	41 1 5	57 0 0	..	..
" Eltham ..	15	..	..	..	..	..	..	..	..	20	..	..	9	21	37	..	7	19	..	..	..	..	113	47 11 8	520 5 0	3 4 0	..	47 19

TABLE A.—MANUAL AND TECHNICAL INSTRUCTION, 1907—*continued*.

School or Classes.	Number of Classes.	Subject of Instruction and Average Attendance.																					Totals.	Payments up to 31st December, 1907.				
		Freehand (from the Flat and Round), Light and Shade.	Perspective and Geometrical Drawing.	Design and Ornament.	Drawing, Modelling, and Painting from Antique and Nature.	Machine-construction, Mechanical and Trade Drawing.	Architecture and Building-construction, Practical Plane and Solid Geometry.	Practical Mechanics and Mathematics, Surveying.	Mechanical and Electrical Engineering, Telegraphy and Telephony.	Experimental and Natural Science (Chemistry, Botany, Magnetism, Electricity, Physics, &c.)	Woodwork, Ironwork, and Metal-work.	Wood-carving, Modelling and *Repoussé* Work.	Carpentry and Joinery, Cabinetmaking, Painters' and Decorators' Work, Coachbuilding.	Plumbers' and Tinsmiths' Work, Iron and Brass Moulding, Blacksmithing.	Cookery and Laundry-work, Dressmaking, Millinery, Tailoring.	Wool-sorting.	Commercial Subjects.	English, Latin, French, German, Maori, Arithmetic, and Mathematics.	Music, Singing, and Elocution.	Training-classes for Teachers in Elementary Handwork, Cookery, and Dressmaking.	Training-classes for Teachers in Drawing.	Training-classes for Teachers in Physical Measurements, Elementary Agriculture, Nature-study, and Science.		Capitation.	Grants for Buildings, Furniture, and Apparatus.	Rent.	Grants for Material.	Pound-for-pound Subsidy on Voluntary Contributions.
																								£ s. d.	£ s. c.	£ s. d.	£ s. d.	£ s. d.
Wanganui Education Board—*ctd.*																												
Technical classes, Mangatoki	2	..	..	..	..	..	..	..	..	..	..	..	..	..	33	..	..	..	..	..	..	..	33	33 5 9	..	..	..	..
" Marton ..	16	..	..	..	8	..	..	..	7	9	..	..	..	..	16	..	38	27	19	..	12	4	140	53 4 7	277 19 11	..	0 13 9	60 0 0
" Taihape ..	2	..	..	..	..	..	..	..	..	..	..	7	..	..	8	..	..	..	..	..	..	..	15	23 13 8	..	9 1 0	..	..
" Mangaweka	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5 13 5	..	..	..	..
" Hunterville	3	..	..	..	..	..	..	..	..	..	..	5	..	..	10	..	..	..	..	..	..	..	15	14 8 4	..	..	..	..
" Turakina ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	10	..	..	..	..	..	..	..	10	9 12 9	..	..	..	..
" Waverley ..	5	..	..	..	7	..	..	..	..	..	..	..	..	..	26	..	19	..	..	..	..	..	52	4 8 1	..	..	..	..
" Bull's ..	6	..	..	..	..	..	..	..	..	9	..	..	..	..	26	..	37	..	..	..	..	..	72	..	5 0 0	..	..	15 0 0
" Ashhurst ..	6	..	..	..	..	..	..	..	..	..	..	..	..	..	16	..	41	..	..	..	..	..	57	..	..	..	..	..
" Kaponga ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7 13 4	..	..	..	..
" Apiti ..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	27	..	26	..	..	..	..	..	53	..	..	..	..	..
" Manaia ..	4	..	..	..	..	..	..	..	..	20	..	..	..	..	34	..	..	..	..	..	..	..	54	..	..	2 8 0	..	25 0 0
" Patea ..	7	..	..	..	17	..	..	..	..	..	..	..	..	..	33	..	6	22	..	..	..	..	78	..	..	..	..	100 0 0
" Rongotea ..	3	..	..	..	..	..	..	..	..	14	..	..	..	..	10	..	9	..	..	..	..	..	33	..	..	..	..	..
" Normanby	2	..	..	..	7	..	..	..	..	..	..	..	..	..	11	..	..	..	..	..	..	..	18	..	..	1 5 0	..	..
" Pohangina	4	..	..	..	..	..	..	..	..	..	..	..	..	..	11	..	25	..	..	..	..	..	36	..	..	..	..	..
" Matapu ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	15	..	..	..	..	..	..	..	15	..	..	..	..	..
" Halcombe	4	..	..	..	..	..	..	..	..	11	..	..	..	..	12	..	28	..	..	..	..	..	51	..	1 8 0	..	0 12 10	..
" Bunnythorpe	1	..	..	..	..	..	..	..	..	..	..	..	..	..	5	..	..	..	..	..	..	..	5	..	..	..	..	..
" Kimbolton	1	..	..	..	..	..	..	..	..	..	..	..	..	..	11	..	..	..	..	..	..	..	11	..	..	..	..	..
" Colyton ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	7	..	..	..	..	..	..	..	7	..	..	..	..	..
High School Board, Palmerston North—																												
Technical School	29	32	..	..	54	7	3	..	7	19	..	13	..	11	9	..	21	57	8	..	..	..	241	169 11 1	111 2 6	..	..	..
Wellington Education Board—																												
Technical School, Wellington	170	547	..	26	57	76	48	254	146	31	36	7	83	81	88	..	1912	362	..	..	..	..	3,754	3,755 5 7	263 0 6	..	178 16 5	315 0 0
Technical classes, Wellington	7	..	..	..	..	..	..	..	..	..	18	..	..	..	..	..	..	..	..	39	50	..	107	19 8 0	475 0 0	..	..	..
" Masterton	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	..	10	27	18 18 0	..	..	..	..
" Carterton..	4	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15	9	..	..	..	..	30	25 3 9	..	..	..	..
" Greytown..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24	24	12 9 0	10 12 6	..	..	..
" Eketahuna	1	..	..	..	11	..	..	..	..	12	..	..	..	..	..	..	..	..	..	..	..	..	23	20 6 6	..	..	..	..
" Pahiatua ..	2	8	..	..	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	27 0 9	..	..	..	..
" Levin ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	10	..	..	..	..	..
Petone Technical Classes Association	12	5	..	..	..	7	5	..	..	4	..	..	..	10	6	..	18	40	..	..	..	..	95	102 2 6	15 0 0	26 8 0	8 14 8	..
Pahiatua Technical Classes Association	1	..	..	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	..	..	..	..	12	..	..	..	..	..
Masterton Technical Classes Association	14	18	..	..	3	..	6	..	..	..	15	6	..	14	8	..	89	55	..	..	..	..	159	93 15 9	2 10 0	26 0 0	28 19 11	109 2 6

Hawke's Bay Education Board—																												
Technical School, Napier ..	13	..	..	..	..	7	..	..	..	..	12	..	3	11	66	..	16	15	..	22	..	..	152	146 6 8	3,586 12 6	98 10 10	37 3 2	..
Technical classes, Hastings ..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	14	..	5	..	..	..	..	..	19	5 18 2	1,126 1 2	..	..	..
" Dannevirke	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	..	18	35 8 3	..	..	..	..
" Gisborne ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	..	..	16	7 16 0	..	..	..	..
" Waipawa ..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	14	..	..	..	..	..	..	..	14	3 16 6	..	..	1 10 0	..
" Woodville	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	..	..	6	..	..	..	..	..
High School Board, Dannevirke—																												
Technical School	3	..	..	..	32	..	..	..	..	..	..	..	..	5	6	..	..	..	..	..	..	..	43	30 17 9	986 8 10	9 15 0	..	..
High School Board, Gisborne—																												
Technical School	9	..	..	..	..	..	..	..	..	..	18	4	..	..	10	..	13	4	10	..	..	..	59	37 19 6	25 15 6	..	..	22 10 0
Marlborough Education Board—																												
Technical School, Blenheim ..	13	..	..	..	..	..	..	..	..	25	12	..	..	..	33	..	11	14	..	..	..	..	95	22 11 9	62 0 0	..	..	..
Technical classes, Canvastown	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	14	..	..	..	..	26	11 11 11	..	..	..	..
" Havelock ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14 19 3	..	..	..	..
" Picton ..	3	18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	36	..	..	..	..	54	2 2 9	..	..	..	..
Nelson Education Board—																												
Technical School, Nelson ..	31	7	..	..	20	..	4	..	..	12	17	7	..	10	14	..	31	45	..	7	36	39	249	228 7 5	..	..	..	..
Technical classes, Westport ..	7	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15	21	58	16 9 10	..	..	..	..
" Reefton ..	2	..	..	..	..	..	..	..	..	..	..	..	7	..	6	..	..	..	..	..	..	..	13	10 6 6	..	..	..	..
" Wakefield	3	..	..	..	..	..	..	..	..	17	..	..	..	..	6	..	7	..	..	..	..	..	30	31 1 0	..	..	..	..
" Richmond	2	..	..	..	..	..	..	..	..	8	..	..	..	..	8	..	..	..	..	..	..	..	16	8 3 6	..	..	..	..
" Brightwater	1	..	..	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	..	..	..	..	12	8 0 10	..	..	..	..
" Motueka ..	2	..	..	..	..	..	..	..	..	12	..	..	..	..	18	..	..	..	..	..	..	..	30	5 8 9	..	..	..	..
Grey Education Board—																												
Technical classes, Greymouth	6	14	..	..	..	..	..	..	..	..	..	6	..	..	39	..	..	..	..	22	..	..	81	..	..	..	..	..
Westland Education Board—																												
Technical classes, Hokitika .	4	..	..	..	..	..	..	..	..	..	..	..	..	..	37	..	..	..	..	9	..	21	67	24 19 6	..	..	15 12 0	..
" Kumara ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17 12 6	..	..	..	..
Board of Governors, Canterbury College—																												
School of Art, Christchurch ..	47	290	52	122	148	..	16	..	..	..	20	..	10	..	..	..	..	30	..	..	..	..	688	997 2 9	21 10 3	..	41 16 1	..
School of Engineering, Christchurch	55	..	..	..	..	140	37	66	281	..	..	..	..	..	..	..	..	..	..	..	..	..	524	302 3 6	1,161 0 0	..	54 0 0	..
Commercial classes	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	64	..	..	..	..	..	64	24 15 3	..	..	..	..
School of Domestic Instruction, Christchurch	12	..	..	..	..	..	..	..	..	..	..	..	..	..	120	..	..	..	..	..	..	..	120	125 7 6	18 9 4	125 0 0	131 19 3	..
North Canterbury Education Board—																												
Christchurch Technical College .	80	74	..	..	..	46	24	69	..	162	..	..	166	24	210	45	574	125	..	..	..	..	1,519	651 2 0	7,399 4 5	139 10 0	48 9 8	525 8 0
Technical classes, Normal School	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	77	77	35 16 9	..	..	..	..
" Kaiapoi ..	6	..	..	..	..	..	..	..	..	..	14	5	..	..	33	10	9	..	..	..	..	..	71	45 0 0	..	..	..	..
" Leeston and Doyleston	3	..	..	..	..	..	..	..	..	..	11	..	..	..	19	..	..	..	..	..	..	..	30	34 12 3	3 12 0	2 0 0	..	20 0 0
" Southbridge	2	..	..	..	..	..	..	..	..	..	..	..	..	..	19	..	..	..	..	..	..	..	19	28 4 9	..	..	..	..
" Lincoln ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	17	..	..	..	..	..	..	..	17	16 16 9	..	2 10 0	..	10 0 0
Continuation classes, Darfield	1	..	..	..	..	..	..	..	..	..	..	19	..	..	..	..	..	..	..	..	..	..	19	..	..	..	..	..
Technical classes, Ashburton	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15	15	5 4 0	..	..	..	..
Continuation classes, Christchurch	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	71	11	..	..	..	..	82	81 14 2	..	..	..	..
Akaroa Technical Classes Association	5	..	..	..	..	..	..	..	..	..	12	..	..	..	23	23	..	..	..	..	..	..	58	38 14 4	..	26 7 0	..	..

TABLE A.—MANUAL AND TECHNICAL INSTRUCTION, 1907—*continued*.

School or Classes.	Number of Classes.	Subject of Instruction and Average Attendance.																					Totals.	Payments up to 31st December, 1907.				
		Freehand (from the Flat and Round), Light and Shade.	Perspective and Geometrical Drawing.	Design and Ornament.	Drawing, Modelling, and Painting from Antique and Nature.	Machine-construction, Mechanical and Trade Drawing.	Architecture and Building-construction, Practical Plane and Solid Geometry.	Practical Mechanics and Mathematics, Surveying.	Mechanical and Electrical Engineering, Telegraphy and Telephony.	Experimental and Natural Science (Chemistry, Botany, Magnetism, Electricity, Physics, &c.)	Woodwork, Ironwork, and Metal-work.	Wood-carving, Modelling and *Repoussé* Work.	Carpentry and Joinery, Cabinetmaking, Painters' and Decorators' Work, Coachbuilding.	Plumbers' and Tinsmiths' Work, Iron and Brass Moulding, Blacksmithing.	Cookery and Laundry-work, Dressmaking, Millinery, Tailoring.	Wool-sorting.	Commercial Subjects.	English, Latin, French, German, Maori, Arithmetic, and Mathematics.	Music, Singing, and Elocution	Training-classes for Teachers in Elementary Handwork, Cookery, and Dressmaking.	Training-classes for Teachers in Drawing.	Training-classes for Teachers in Physical Measurements, Elementary Agriculture, Nature-study, and Science.		Capitation.	Grants for Buildings, Furniture, and Apparatus.	Rent.	Grants for Material.	Pound-for-pound Subsidy on Voluntary Contributions.
																								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
North Canterbury Education Board—*continued*.																												
Rangiora Technical Classes Association	4	.		..	..	..	..	..	..	..	..	..	..	..	34	.	13	..	..	..	..	..	47	79 16 3	..	..	..	..
Ashburton Technical Classes Association	12	.		..	..	..	3	..	..	..	5		..	..	73	17	15	..	..	..	..	..	113	65 [illegible]2 6	..	2 5 0	9 9 6	80 17 0
Lyttelton Technical Classes Association	1	.		..	..	..	..	..	..	..			..	..	15	.	.	..	..	..	..	..	15	..	..	40 0 0	..	10 0 0
South Canterbury Education Board—																												
Timaru Technical Classes Association	22	10	..	8	5	..	13	..	7	10	7	9	..	10	32	..	160	..	..	..	..	..	271	162 15 10	112 3 6	..	36 12 0	173 10 0
Waimate Technical Classes Association	18	25	..	..	5	..	..	..	..	15	..	11	9	..	40	..	51	22	45	..	..	..	223	67 2 3	..	..	..	43 18 6
Temuka Technical Classes Association	9	.	..	..	15	..	..	..	..	17	..	12	11	15	45	12	..	..	..	..	..	..	127	137 11 9	4 3 2	3 12 0	39 17 6	121 14 0
Pleasant Point Technical Classes Association	2	..	..	..	..	..	..	..	..	..	..	..	..	..	22	..	..	..	..	..	..	..	22	51 11 7	16 10 0	5 0 0	6 12 4	16 10 6
Technical classes, Timaru ..	4	..	..	..	..	..	..	..	..	..	..	..	..	..	18	..	..	..	..	..	34	33	85	22 6 7	..	..	..	..
„ Morven ..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	..	..	..	..	..	14	..	..	..	..	..
Otago Education Board—																												
School of Art, Dunedin ..	53	330	55	13	43	..	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	463	263 18 9	..	..	..	..
Dunedin Technical School ..	73	..	..	..	..	..	..	31	67	55	..	21	36	17	194	..	434	551	13	..	..	..	1,419	658 0 5	224 0 0	..	52 8 8	249 0 0
Technical classes, Dunedin ..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	25	23	37	85	46 4 0	..	..	..	..
Oamaru Technical Classes Association	27	4	..	..	..	..	..	..	..	9	..	..	17	11	37	..	81	60	..	..	..	..	219	125 11 9	357 16 5	55 0 6	48 11 3	55 9 6
Associated classes, Ngapara ..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	18	..	..	..	..	..	..	..	18	..	..	3 0 0	..	..
Technical classes, Palmerston	2	..	..	..	..	..	..	..	..	..	..	..	..	..	36	..	..	..	..	..	..	..	36	31 5 6	..	..	..	..
„ Waikouaiti	1	..	..	..	..	..	..	..	..	..	..	..	..	..	23	..	..	..	..	..	..	..	23	25 16 9	..	..	..	..
„ Tapanui ..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	55	..	..	..	..	..	..	..	55	..	..	..	..	..
Southland Education Board—																												
Technical School, Invercargill	37	33	..	..	38	4	32	..	..	15	..	13	7	9	64	..	114	176	..	..	246	186	937	370 11 9	..	..	13 1 8	..
Technical classes, Gore ..	15	5	..	..	..	7	7	..	..	..	..	..	8	..	32	..	46	58	..	..	29	17	209	71 10 6	..	..	3 12 6	..
„ Bluff ..	11	9	..	..	12	9	..	9	..	..	..	14	12	..	17	..	41	82	..	..	..	..	205	71 1 3	..	..	..	..
„ Mataura ..	9	..	..	..	..	6	..	..	..	35	..	..	..	..	10	..	4	18	11	..	..	..	84	37 15 3	..	..	..	..
Country continuation classes..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	37	..	..	..	37	12 16 1	..	..	..	..
Totals	1392	1951	137	179	717	506	337	668	623	850	367	274	484	385	2,470	107	5238	2,969	143	379	810	1,278	20867	13602 3 5	19449 13 10	953 2 4	1008 11 2	12857 19 8

TABLE A1.—CAPITATION PAYMENTS up to 31st December, 1907, to Controlling Authorities of Special, Associated, and College Classes on account of certain Subjects of Technical Instruction.

Subjects of Instruction.	Auckland Education Board.	Managers of the "Elam" School of Art.	Taranaki Education Board.	Wanganui Education Board.	Board of Governors, Palmerston North High School.	Wellington Education Board.	Managers of the Masterton Technical School.	Hawke's Bay Education Board.	Board of Governors, Gisborne High School.	Board of Governors, Dannevirke High School.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Freehand, blackboard, model, brush drawing, light and shade	275 5 7	339 19 6	23 9 9	6 17 9	66 10 0	533 5 0	7 10 0	17 13 0	..	..
Geometrical drawing, perspective, plane and solid geometry, paper-work, cardboard modelling	115 17 3	12 1 9	23 19 5	15 13 9	12 7 6	55 9 0	..	..	..	..
Design and ornament	..	..	..	2 10 6	..	27 3 6	..	..	..	..
Drawing, modelling, and painting from nature and antique..	29 0 7	..	..	62 1 6	17 6 3	262 0 9	2 2 6	6 9 6	..	22 7 6
Architecture and building construction and drawing, quantity surveying	29 12 1	..	1 16 0	12 14 6	1 6 0	87 4 6	3 5 6	..	..	..
Mechanical drawing, machine construction and drawing ..	84 3 3	..	..	6 1 6	..	100 12 0	..	6 7 6	..	..
Practical mechanics, practical mathematics, surveying ..	364 8 2	..	..	..	..	141 19 0	..	..	..	..
Mechanical and electrical engineering, steam, workshop practice, wiremen's work	51 0 3	..	..	..	..	97 2 3	..	..	..	..
Experimental science (chemistry, physics, magnetism and electricity, telegraphy, physical measurements)	145 12 6	..	2 4 6	13 4 9	6 6 6	45 3 6	..	..	..	..
Natural science (botany, nature-study, agriculture, physiography, horticulture, physiology)	183 14 4	..	13 6 10	27 14 6	..	54 3 9	..	..	..	..
Photography and process work	..	..	..	14 2 3	2 11 0	..	..	..	..	..
Woodwork and ironwork	81 13 1	..	1 16 0	2 3 0	..	35 8 0	19 3 0	22 2 6	14 15 0	..
Wood-carving	..	19 11 9	2 18 6	48 0 10	9 2 6	15 9 3	4 1 0	..	2 17 0	..
Repoussé and jewellery work	..	..	..	3 8 0	..	..	..	..	..	..
Carpentry and joinery, cabinetmaking, and coachbuilding ..	87 19 0	..	..	..	4 1 6	254 15 0	..	5 11 0	..	..
House and coach painting and decorating, signwriting ..	..	..	..	2 18 6	..	25 17 9	..	..	..	..
Plumbing	67 1 9	..	4 16 0	8 16 0	28 10 6	186 12 6	9 16 0	28 7 0	..	8 10 3
Metal work, tinsmiths' work, iron and brass moulding ..	38 11 6	..	..	..	..	..	..	..	..	..
Smithing and farriery	3 17 3	..	..	..	..	..	..	..	..	..
Bootmaking	..	..	..	..	..	3 2 6	..	..	..	..
Cookery and laundry-work	65 3 0	..	..	12 1 9	0 18 0	81 5 6	..	48 15 6	..	..
Dressmaking, millinery, tailoring, needlework	164 13 9	..	21 15 6	134 17 5	1 14 0	61 17 9	8 11 6	39 19 3	9 5 0	..
Home nursing	..	..	..	12 2 6	..	..	..	..	..	..
Wool-sorting	..	..	..	..	..	..	..	..	..	..
Commercial subjects	1,010 11 3	..	17 18 9	116 3 5	12 1 4	1,471 10 1	39 6 3	24 0 4	8 7 0	..
Languages .. .. } Continuation classes	78 3 9	..	6 10 9	24 15 10	2 14 9	28 10 6	..	..	2 15 6	..
Arithmetic and mathematics, syllabus subjects } Continuation classes	56 17 10	..	7 2 10	4 4 9	2 18 0	412 2 0	..	..	..	..
Vocal music, elocution .. .. .. } Continuation classes	..	..	..	7 4 5	1 3 3	..	..	..	..	..
Totals	2,933 6 2	401 13 0	127 14 10	537 17 5	169 11 1	3,980 14 1	93 15 9	199 5 7	37 19 6	30 17 9

TABLE A1.—CAPITATION PAYMENTS, &c.—*continued.*

Subjects of Instruction.	Marlborough Education Board.	Nelson Education Board.	Westland Education Board.	Board of Governors, Canterbury College.	Managers of the School of Domestic Instruction.	North Canterbury Education Board.	South Canterbury Education Board.	Otago Education Board.	Southland Education Board.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Freehand, blackboard, model, brush drawing, light and shade	4 2 10	25 12 9	..	259 3 9	..	31 16 6	11 13 0	134 16 6	106 5 9	1,874 1 8
Geometrical drawing, perspective, plane and solid geometry, paperwork, cardboard modelling	..	11 10 3	..	90 13 0	..	34 10 6	..	56 19 6	..	429 1 11
Design and ornament	..	..	..	146 16 6	..	..	5 12 6	4 19 6	..	187 2 6
Drawing, modelling, and painting from nature and antique	0 15 5	19 3 0	..	386 16 9	..	..	24 15 2	42 8 3	27 0 6	902 7 8
Architecture and building construction and drawing, quantity surveying	..	4 14 0	..	66 17 3	..	8 2 6	9 8 6	13 10 6	18 13 0	257 4 4
Mechanical drawing, machine construction and drawing ..	..	..	..	106 12 0	..	3 10 9	..	12 11 0	13 10 9	333 8 9
Practical mechanics, practical mathematics, surveying ..	..	..	..	31 19 0	..	31 12 3	..	19 14 0	4 18 0	594 10 5
Mechanical and electrical engineering, steam, workshop practice, wiremen's work	..	..	..	117 19 6	..	..	24 8 9	30 7 6	..	320 18 3
Experimental science (chemistry, physics, magnetism and electricity, telegraphy, physical measurements)	..	6 19 0	..	7 11 0	..	34 19 0	15 14 3	71 0 3	108 4 3	456 19 6
Natural science (botany, nature-study, agriculture, physiography, horticulture, physiology)	..	22 0 3	3 15 6	..	..	24 0 3	13 3 7	33 14 0	40 14 0	416 7 0
Photography and process work	..	..	..	1 18 9	..	..	..	..	2 9 6	21 1 6
Woodwork and ironwork	..	16 12 6	28 13 6	2 19 6	..	53 7 0	5 12 0	..	..	284 5 1
Wood-carving	..	9 8 0	..	52 6 9	..	6 18 0	36 10 3	25 12 0	13 5 0	246 0 10
Repoussé and jewellery work	..	..	..	..	..	..	..	..	..	3 8 0
Carpentry and joinery, cabinetmaking and coachbuilding ..	..	..	..	4 19 6	..	83 0 3	9 14 3	13 19 4	12 15 6	476 15 4
House and coach painting and decorating, signwriting ..	..	..	..	22 13 0	..	13 3 0	..	7 1 0	..	71 13 3
Plumbing	..	11 7 6	..	..	..	22 15 0	13 11 6	23 16 3	4 9 0	418 9 3
Metal work, tinsmiths' work, iron and brass moulding ..	..	..	..	..	..	..	..	..	..	38 11 6
Smithing and farriery	..	..	..	..	..	..	13 11 6	..	..	17 8 9
Bootmaking	..	..	..	..	..	..	..	..	..	3 2 6
Cookery and laundry-work	12 8 0	13 2 9	..	..	83 4 0	83 6 9	52 1 9	46 5 6	14 18 6	513 11 0
Dressmaking, millinery, tailoring, needlework	5 9 6	53 0 2	..	..	42 3 6	177 16 9	82 9 7	191 18 6	48 6 9	1,043 18 11
Home nursing	..	..	..	..	..	..	..	..	..	12 2 6
Wool-sorting	..	..	..	..	..	34 12 0	21 16 10	..	..	56 8 10
Commercial subjects	20 9 3	86 7 0	10 3 0	24 15 3	..	370 1 5	101 4 7	221 19 3	50 13 6	3,585 11 8
Languages	8 0 8	11 1 0	..	..	..	32 2 10	..	102 4 7	41 17 3	338 17 5
Arithmetic and mathematics, syllabus subjects } Continuation classes	..	16 19 8	..	..	..	36 9 0	..	94 0 1	49 1 7	679 15 9
Vocal music, elocution	..	..	..	..	..	..	..	3 19 8	6 12 0	18 19 4
Totals	51 5 8	307 17 10	42 12 0	1,324 1 6	125 7 6	1,082 3 9	441 8 0	1,150 17 2	568 14 10	18,602 3 5

TABLE B.—MANUAL AND TECHNICAL INSTRUCTION, 1907.—SCHOOL CLASSES.

Controlling Authority.	Total Number of Schools.	Subjects of Instruction and Number of Classes in each Subject.													Payments up to 31st December, 1907.								
		Elementary Handwork.	Drawing in Light and Shade, Blackboard Drawing and Design.	Cookery.	Dressmaking.	Needlework.	Woodwork.	Elementary Science.	Elementary Physiology, Health, and First-aid.	Swimming and Life-saving.	Elementary Agriculture.	Dairying.	Elementary Physical Measurements.	Totals.	Capitation.			Grants for Buildings, Rent, Furniture, and Apparatus.			Pound-for-pound Subsidy on Voluntary Contributions.		
															£	s.	d.	£	s.	d.	£	s.	d.
Education Board, Auckland ..	221	408	125	72	..	59	72	3	1	1	87	..	..	828	3,090	11	0	11	5	0	81	1	6
Board of Governors, High School, Thames	1	..	2	1	1	..	1	3	..	..	..	..	..	8	53	17	2	..			..		
Board of Governors, High School, Whangarei	1	..	..	1	..	..	2	..	..	..	..	..	..	3	19	2	6	..			..		
Education Board, Taranaki ..	50	120	25	16	3	10	17	2	4	2	22	4	3	228	388	0	8	..			18	10	0
Board of Governors, High School, New Plymouth	1	..	4	1	..	..	2	6	..	..	..	..	1	14	22	8	4	..			..		
Education Board, Wanganui ..	150	255	238	23	3	22	22	3	1	6	75	21	15	684	1,203	17	8	..			..		
Board of Governors, Wanganui Girls' College	1	..	..	4	4	..	..	..	..	1	..	..	..	9	17	7	6	..			..		
Board of Governors, High School, Palmerston North	1	..	4	1	..	..	1	6	..	..	1	..	..	13	85	6	11	15	6	9	..		
Education Board, Wellington ..	117	262	70	31	1	16	12	6	9	5	52	1	8	473	1,210	12	1	1,108	10	0	172	16	9
Board of Governors, Wellington Girls' College	1	..	3	..	..	..	..	5	3	1	..	..	..	12	29	8	9	..			..		
Education Board, Hawke's Bay ..	55	72	24	36	25	3	28	10	2	4	11	..	..	215	731	15	1	99	10	0	..		
Board of Governors, Napier Girls' High School	1	..	..	2	..	..	..	..	..	..	..	..	..	2	14	12	6	..			..		
Board of Governors, Dannevirke High School	1	..	..	..	..	..	1	..	..	..	..	..	..	1	18	15	0	..			..		
Education Board, Marlborough ..	28	50	16	11	..	2	6	..	3	1	10	..	..	99	187	0	1	241	13	9	..		
Board of Governors, High School, Blenheim	1	..	..	1	..	..	1	7	..	..	..	..	..	9	14	16	9	2	6	0	..		
Education Board, Nelson ..	52	67	14	14	13	14	13	..	18	15	23	..	2	193	795	18	0	..			40	0	0
Board of Governors, Nelson Girls' College	1	..	..	4	1	..	..	2	3	..	..	..	..	10	71	15	0	..			..		
Education Board, Grey.. ..	11	14	..	12	..	..	..	..	..	..	..	..	..	26	105	19	9	..			..		
Education Board, Westland ..	15	14	..	4	..	3	2	2	..	..	5	..	..	30	53	8	5	..			..		
Education Board, North Canterbury	110	220	14	32	..	29	39	2	..	35	25	..	..	396	1,453	7	6	504	14	9	..		
Board of Governors, Canterbury College—																							
Boys' High School, Christchurch	1	..	4	..	..	..	3	6	..	..	..	..	1	14	13	15	0	61	15	4	..		
Girls' High School, Christchurch	1	..	7	2	2	..	..	8	1	1	..	..	..	21	45	17	2	..			..		
Board of Governors, Ashburton High School	1	..	..	2	..	..	2	..	..	2	..	..	..	6	81	13	0	..			..		
Education Board, South Canterbury	45	95	6	14	1	14	16	12	2	2	9	..	1	172	453	12	3	107	15	8	12	3	6
Board of Governors, Timaru High Schools—																							
Boys' High School	1	..	..	..	..	..	2	4	..	1	..	..	..	7	56	10	0	..			..		
Girls' High School	1	..	1	1	1	..	..	3	..	..	..	..	..	6	14	0	0	7	7	8	..		
Education Board, Otago ..	118	205	16	25	1	29	22	3	3	2	62	..	27	395	1,559	16	10	272	0	0	150	0	0
Board of Governors, Otago High Schools—																							
Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	11	0	..			205	0	6
Girls' High School	1	..	..	2	..	..	..	..	..	..	..	..	..	2	..			..			..		
Education Board, Southland ..	163	370	68	13	23	29	14	1	3	2	16	..	32	571	1,233	2	5	32	10	0	..		
Board of Governors, Southland High Schools—																							
Boys' High School	1	..	..	..	..	..	2	..	..	..	..	..	..	2	34	1	0	..			..		
Girls' High School	1	..	1	2	1	..	..	6	..	..	..	..	..	10	92	5	1	..			..		
Totals	1,153	2,152	642	327	80	230	280	100	53	81	398	26	90	4,459	13,162	4	5	2,459	14	11	624	12	3

TABLE C.—RECEIPTS (BY WAY OF CAPITATION) OF AND EXPENDITURE BY EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF SCHOOL CLASSES ON MAINTENANCE OF CLASSES FOR THE YEAR ENDING THE 31ST DECEMBER, 1907 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS, EQUIPMENT, ETC.).

Subjects of Instruction.	Education District.																							
	Auckland.						Taranaki.						Wanganui.						Wellington.					
	Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Elementary handwork ..	776	6	10	685	4	10	158	5	1	119	7	9	399	2	8	409	17	1	532	7	1	470	18	6
Needlework	189	0	0	189	0	0	67	18	9	53	13	10	106	8	9	113	3	9	77	16	3	76	3	9
Woodwork	942	8	5	1,321	6	11	20	8	0	138	9	3	200	0	1	465	13	4	..			243	0	8
Cookery	822	17	7	1,047	13	4	..			112	18	8	..			346	5	0	328	10	0	492	4	8
Dressmaking	..			..			12	8	1	6	13	4	7	15	0	2	9	6	18	15	0	..		
Elementary agriculture ..	332	17	1	674	6	11	64	0	4	135	9	9	238	17	11	608	19	3	153	19	4	559	0	4
Dairy-work	..			..			17	17	6	6	8	10	164	5	0	332	2	6	..			..		
Elementary physiology ..	7	11	1	7	11	1	18	1	0	7	16	4	7	16	9	..			52	19	3	3	3	9
Swimming and life-saving ..	4	17	6	9	9	11	4	10	0	4	16	0	26	2	6	17	17	6	..			..		
Elementary physical measurements	7	0	0	..			12	5	1	..			37	10	0	83	12	2	38	5	10	14	8	10
Elementary science ..	7	12	6	5	5	0	12	6	10	7	9	0	15	19	0	5	14	4	7	19	4	89	1	2
	3,090	11	0	3,939	18	0	388	0	8	593	2	9	1,203	17	8	2,385	14	5	1,210	12	1	1,948	1	8

Subjects of Instruction.	Education District.																							
	Hawke's Bay.						Marlborough.						Nelson.						Grey.					
	Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Elementary handwork ..	139	2	8	170	18	3	53	17	2	47	13	2	116	2	11	164	5	8	41	9	9	14	0	6
Needlework	31	17	6	39	1	6	17	10	0	12	18	0	83	18	0	91	13	0	..			6	13	4
Woodwork	134	5	0	227	13	5	..			65	2	7	124	10	0	172	16	6	8	0	0	1	6	9
Cookery	231	5	3	378	1	10	64	10	0	110	9	8	179	12	6	281	15	4	..			92	0	8
Dressmaking	92	16	0	176	19	2	..			..			42	15	0	101	10	10	..			..		
Elementary agriculture ..	54	1	2	41	6	0	27	13	5	88	3	10	137	6	6	350	12	11	56	10	0	26	0	10
Dairy-work	..			..			..			..			..			..			..			..		
Elementary physiology ..	20	10	0	22	13	11	15	1	6	..			80	1	1	2	8	0	..			..		
Swimming and life-saving ..	1	12	6	2	9	3	0	18	0	..			24	2	0	2	7	6	..			..		
Elementary physical measurements	26	5	0	..			7	10	0	..			7	10	0	9	1	6	..			..		
Elementary science	..			29	17	0	..			..			..			..			..			..		
	731	15	1	1,089	0	4	187	0	1	324	7	3	795	18	0	1,176	11	3	105	19	9	140	2	1

Subjects of Instruction.	Education District.																													
	Westland.						North Canterbury.						South Canterbury.						Otago.						Southland.					
	Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.			Receipts.			Expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Elementary handwork	11	18	5	6	12	10	361	4	1	215	1	11	196	4	9	61	0	0	353	14	7	316	19	9	315	5	10	262	10	2
Needlework ..	..			..			173	10	0	176	1	6	71	11	6	67	10	9	175	10	9	186	6	0	210	9	9	214	12	3
Woodwork ..	9	10	0	31	2	9	391	7	4	611	4	4	36	15	5	152	0	3	283	10	0	290	0	4	207	11	6	256	17	6
Cookery ..	..			35	8	1	257	13	1	389	1	1	44	5	0	234	9	4	421	9	3	365	10	5	210	0	0	223	8	11
Dressmaking ..	..			..			0	15	0	..			2	17	4	..			2	3	1	..			91	10	0	9	9	3
Elementary agriculture	32	0	0	30	18	8	150	2	0	257	1	0	56	12	6	13	3	8	180	8	1	137	18	9	49	1	11	117	1	11
Dairy-work ..	..			..			..			..			..			..			..			..			..			..		
Elementary physiology	..			..			..			..			5	0	4	..			16	12	8	9	5	1	6	1	3	1	14	0
Swimming and life-saving	..			..			113	1	0	113	3	0	5	17	6	..			1	11	3	5	17	10	3	5	0	10	12	6
Elementary physical measurements	..			..			2	10	0	..			16	4	1	..			120	9	6	44	11	9	139	17	2	184	19	5
Elementary science	..			10	11	0	3	5	0	3	5	0	18	3	10	14	3	1	4	7	8	69	19	11	..			..		
	53	8	5	114	13	4	1,453	7	6	1,764	17	10	453	12	3	542	7	1	1,559	16	10	1,426	9	10	1,233	2	5	1,281	5	11

SUMMARY.

Education Districts.	Receipts.			Expenditure.			Education Districts.	Receipts.			Expenditure.		
	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
Auckland	3,090	11	0	3,939	18	0	Westland	53	8	5	114	13	4
Taranaki	388	0	8	593	2	9	North Canterbury.. ..	1,453	7	6	1,764	17	10
Wanganui	1,203	17	8	2,385	14	5	South Canterbury.. ..	453	12	3	542	7	1
Wellington	1,210	12	1	1,948	1	8	Otago	1,559	16	10	1,426	9	10
Hawke's Bay	731	15	1	1,089	0	4	Southland	1,233	2	5	1,281	5	11
Marlborough	187	0	1	324	7	3							
Nelson	795	18	0	1,176	11	8	Totals	12,467	1	9	16,726	11	9
Grey	105	19	9	140	2	1							

TABLE C1.—RECEIPTS (BY WAY OF CAPITATION) OF AND EXPENDITURE BY GOVERNING BODIES OF SECONDARY SCHOOLS, AS CONTROLLING AUTHORITIES OF SCHOOL CLASSES, ON MAINTENANCE OF CLASSES FOR THE YEAR ENDING THE 31ST DECEMBER, 1907 (EXCLUSIVE OF SPECIAL GRANTS FOR BUILDINGS AND EQUIPMENT, ETC.).

Subjects of Instruction.	Secondary Schools.																			
	Whangarei High School.		Thames High School.		New Plymouth High School.		Wanganui Girls' College.		Palmerston North High School.		Wellington Girls' College.		Dannevirke High School.		Napier Girls' High School.		Marlborough High School.		Nelson Girls' College.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Drawing and painting ..	..	..	6 10 0	..	9 9 2	12 10 0	..	..	10 6 8	..	6 13 9	0 11 0	..	..	..	..	..	..	2 5 0	..
Science, experimental and natural	..	..	11 8 5	6 3 10	10 19 2	..	..	..	25 5 0	5 9 7	22 15 0	..	..	..	..	..	14 16 9	..	..	..
Swimming and life-saving ..	..	..	..	..	..	..	17 7 6	80 10 4	..	..	..	..	..	..	..	..	..	..	..	..
Woodwork	14 18 6	14 18 6	13 2 6	..	..	..	..	..	22 0 3	8 12 4	..	..	..	1 2 6	..	..	..	..	..	..
Cookery	4 4 0	4 4 0	17 16 3	..	..	..	..	112 10 0	27 15 0	15 1 10	..	..	18 15 0	15 0 0	14 12 6	19 1 4	..	..	63 15 0	..
Dressmaking and advanced needlework	..	..	5 0 0	..	2 0 0	..	..	11 13 4	..	..	..	..	..	..	..	..	..	..	5 15 0	..
	19 2 6	19 2 6	53 17 2	6 3 10	22 8 4	12 10 0	17 7 6	204 13 8	85 6 11	29 3 9	29 8 9	0 11 0	18 15 0	16 2 6	14 12 6	19 1 4	14 16 9	..	71 15 0	..

Subjects of Instruction.	Secondary Schools.																	
	Christchurch Girls' High School.		Christchurch Boys' High School.		Ashburton High School.		Timaru Girls' High School.		Timaru Boys' High School.		Otago Girls' High School.		Otago Boys' High School.		Southland Boys' High School.		Southland Girls' High School.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Drawing and painting	12 5 0	0 15 2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3 11 3	..
Science, experimental and natural	21 13 4	1 18 4	..	41 18 9	..	..	7 10 0	..	7 10 0	..	..	..	..	..	..	..	32 17 7	..
Swimming and life-saving	0 10 6	1 6 0	1 5 0	..	1 13 0	15 5 0	..	..	9 5 0	..	..	..	7 11 0	..	..	..	1 16 3	..
Woodwork..	..	..	12 10 0	5 19 1	32 0 0	32 0 0	..	..	41 15 0	37 14 0	..	..	..	..	34 1 0	30 3 5	..	..
Cookery	7 15 0	11 4 0	..	..	48 0 0	48 0 0	..	..	..	..	..	36 15 1	..	..	..	..	54 0 0	48 16 7
Dressmaking and advanced needlework ..	3 13 4	..	..	..	..	..	6 10 0	0 6 6	..	..	..	..	..	..	..	..	..	..
	45 17 2	15 3 6	13 15 0	47 17 10	81 13 0	95 5 0	14 0 0	0 6 6	58 10 0	37 14 0	..	36 15 1	7 11 0	..	34 1 0	30 3 5	92 5 1	48 16 7

SUMMARY.

Secondary Schools.	Receipts.	Expenditure.	Secondary Schools.	Receipts.	Expenditure.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Whangarei High School	19 2 6	19 2 6	Christchurch Boys' High School	13 15 0	47 17 10
Thames High School	53 17 2	6 3 10	Ashburton High School	81 13 0	95 5 0
New Plymouth High School	22 8 4	12 10 0	Timaru Girls' High School	14 0 0	0 6 6
Wanganui Girls' College	17 7 6	204 13 8	Timaru Boys' High School	58 10 0	37 14 0
Palmerston North High School	85 6 11	29 3 9	Otago Girls' High School	..	36 15 1
Wellington Girls' College	29 8 9	0 11 0	Otago Boys' High School	7 11 0	..
Dannevirke High School	18 15 0	16 2 6	Southland Boys' High School	34 1 0	30 3 5
Napier Girls' High School	14 12 6	19 1 4	Southland Girls' High School	92 5 1	48 16 7
Marlborough High School	14 16 9	..			
Nelson Girls' College	71 15 0	..	Total	695 2 8	619 10 6
Christchurch Girls' High School	45 17 2	15 3 6			

TABLE C.—RECEIPTS (BY WAY OF CAPITATION) OF AND EXPENDITURE BY EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF SCHOOL CLASSES ON MAINTENANCE OF CLASSES FOR THE YEAR ENDING THE 31ST DECEMBER, 1907 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS, EQUIPMENT, ETC.).

Subjects of Instruction.	Education District. Auckland.		Taranaki.		Wanganui.		Wellington.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Elementary handwork ..	776 6 10	685 4 10	158 5 1	119 7 9	399 2 8	409 17 1	532 7 1	470 18 6
Needlework	189 0 0	189 0 0	67 18 9	53 13 10	106 8 9	113 3 9	77 16 3	76 3 9
Woodwork	942 8 5	1,321 6 11	20 8 0	138 9 3	200 0 1	465 13 4	..	243 0 8
Cookery	822 17 7	1,047 13 4	..	112 18 8	..	346 5 0	328 10 0	492 4 8
Dressmaking	..	..	12 8 1	6 13 4	7 15 0	2 9 6	18 15 0	..
Elementary agriculture ..	332 17 1	674 6 11	64 0 4	135 9 9	238 17 11	608 19 3	153 19 4	559 0 4
Dairy-work	..	..	17 17 6	6 8 10	164 5 0	332 2 6	..	..
Elementary physiology ..	7 11 1	7 11 1	18 1 0	7 16 4	7 16 9	..	52 19 3	3 3 9
Swimming and life-saving ..	4 17 6	9 9 11	4 10 0	4 16 0	26 2 6	17 17 6	..	..
Elementary physical measurements	7 0 0	..	12 5 1	..	37 10 0	83 12 2	38 5 10	14 8 10
Elementary science ..	7 12 6	5 5 0	12 6 10	7 9 0	15 19 0	5 14 4	7 19 4	89 1 2
	3,090 11 0	3,939 18 0	388 0 8	593 2 9	1,203 17 8	2,385 14 5	1,210 12 1	1,948 1 8

Subjects of Instruction.	Education District. Hawke's Bay.		Marlborough.		Nelson.		Grey.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Elementary handwork ..	139 2 8	170 18 3	53 17 2	47 13 2	116 2 11	164 5 8	41 9 9	14 0 5
Needlework	31 17 6	39 1 6	17 10 0	12 18 0	83 18 0	91 13 0	..	6 13 4
Woodwork	134 5 0	227 13 5	..	65 2 7	124 10 0	172 16 6	8 0 0	1 6 9
Cookery	231 5 3	378 1 10	64 10 0	110 9 8	179 12 6	281 15 4	..	92 0 8
Dressmaking	92 16 0	176 19 2	..	..	42 15 0	101 10 10	..	..
Elementary agriculture ..	54 1 2	41 6 0	27 13 5	88 3 10	137 6 6	350 12 11	56 10 0	26 0 10
Dairy-work	..	..	..	..	..	..	..	..
Elementary physiology ..	20 10 0	22 13 11	15 1 6	..	80 1 1	2 8 0	..	..
Swimming and life-saving ..	1 12 6	2 9 3	0 18 0	..	24 2 0	2 7 6	..	..
Elementary physical measurements	26 5 0	..	7 10 0	..	7 10 0	9 1 6	..	..
Elementary science	..	29 17 0	..	..	..	..	..	..
	731 15 1	1,089 0 4	187 0 1	324 7 3	795 18 0	1,176 11 3	105 19 9	140 2 1

Subjects of Instruction.	Education District. Westland.		North Canterbury.		South Canterbury.		Otago.		Southland.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Elementary handwork	11 18 5	6 12 10	361 4 1	215 1 11	196 4 9	61 0 0	353 14 7	316 19 9	315 5 10	262 10 2
Needlework ..	..	..	173 10 0	176 1 6	71 11 6	67 10 9	175 10 9	186 6 0	210 9 9	214 12 3
Woodwork ..	9 10 0	31 2 9	391 7 4	611 4 4	36 15 5	152 0 3	283 10 0	290 0 4	207 11 6	256 17 6
Cookery ..	..	35 8 1	257 13 1	389 1 1	44 5 0	234 9 4	421 9 3	365 10 5	210 0 0	223 8 11
Dressmaking ..	..	..	0 15 0	..	2 17 4	..	2 3 1	..	91 10 0	9 9 3
Elementary agriculture	82 0 0	30 18 8	150 2 0	257 1 0	56 12 6	13 3 8	180 8 1	137 18 9	49 1 11	117 1 11
Dairy-work ..	..	..	..	..	..	..	..	..	..	..
Elementary physiology	..	..	..	..	5 0 4	..	16 12 8	9 5 1	6 1 3	1 14 0
Swimming and life-saving	..	..	113 1 0	113 3 0	5 17 6	..	1 11 3	5 17 10	3 5 0	10 12 6
Elementary physical measurements	..	..	2 10 0	..	16 4 1	..	120 9 6	44 11 9	139 17 2	184 19 5
Elementary science	..	10 11 0	3 5 0	3 5 0	18 3 10	14 3 1	4 7 8	69 19 11	..	..
	53 8 5	114 13 4	1,453 7 6	1,764 17 10	453 12 3	542 7 1	1,559 16 10	1,426 9 10	1,233 2 5	1,281 5 11

SUMMARY.

Education Districts.	Receipts.	Expenditure.	Education Districts.	Receipts.	Expenditure.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Auckland	3,090 11 0	3,939 18 0	Westland	53 8 5	114 13 4
Taranaki	388 0 8	593 2 9	North Canterbury	1,453 7 6	1,764 17 10
Wanganui	1,203 17 8	2,385 14 5	South Canterbury	453 12 3	542 7 1
Wellington	1,210 12 1	1,948 1 8	Otago	1,559 16 10	1,426 9 10
Hawke's Bay	731 15 1	1,089 0 4	Southland	1,233 2 5	1,281 5 11
Marlborough	187 0 1	324 7 3			
Nelson	795 18 0	1,176 11 3	Totals	12,467 1 9	16,726 11 9
Grey	105 19 9	140 2 1			

Table C1.—Receipts (by way of Capitation) of and Expenditure by Governing Bodies of Secondary Schools, as Controlling Authorities of School Classes, on Maintenance of Classes for the Year ending the 31st December, 1907 (exclusive of Special Grants for Buildings and Equipment, etc.).

Subjects of Instruction.	Secondary Schools.																			
	Whangarei High School.		Thames High School.		New Plymouth High School.		Wanganui Girls' College.		Palmerston North High School.		Wellington Girls' College.		Dannevirke High School.		Napier Girls' High School.		Marlborough High School.		Nelson Girls' College.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Drawing and painting ..	..	..	6 10 0	..	9 9 2	12 10 0	..	..	10 6 8	..	6 13 9	0 11 0	..	..	..	..	..	..	2 5 0	..
Science, experimental and natural	..	..	11 8 5	6 3 10	10 19 2	..	..	..	25 5 0	5 9 7	22 15 0	..	..	..	..	..	14 16 9	..	..	..
Swimming and life-saving ..	..	..	..	..	..	..	17 7 6	80 10 4	..	..	..	..	..	..	..	..	..	..	..	..
Woodwork	14 18 6	14 18 6	13 2 6	..	..	..	..	..	22 0 3	8 12 4	..	..	..	1 2 6	..	..	..	..	..	..
Cookery	4 4 0	4 4 0	17 16 3	..	..	..	..	112 10 0	27 15 0	15 1 10	..	..	18 15 0	15 0 0	14 12 6	19 1 4	..	..	63 15 0	..
Dressmaking and advanced needlework	..	..	5 0 0	..	2 0 0	..	..	11 13 4	..	..	..	..	..	..	..	..	..	..	5 15 0	..
	19 2 6	19 2 6	53 17 2	6 3 10	22 8 1	12 10 0	17 7 6	204 13 8	85 6 11	29 3 9	29 8 9	0 11 0	18 15 0	16 2 6	14 12 6	19 1 4	14 16 9	..	71 15 0	..

Subjects of Instruction.	Secondary Schools.																	
	Christchurch Girls' High School.		Christchurch Boys' High School.		Ashburton High School.		Timaru Girls' High School.		Timaru Boys' High School.		Otago Girls' High School.		Otago Boys' High School.		Southland Boys' High School.		Southland Girls' High School.	
	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.	Receipts.	Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Drawing and painting	12 5 0	0 15 2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3 11 3	..
Science, experimental and natural	21 13 4	1 18 4	..	41 18 9	..	..	7 10 0	..	7 10 0	..	..	..	..	..	..	..	32 17 7	..
Swimming and life-saving	0 10 6	1 6 0	1 5 0	..	1 13 0	15 5 0	..	..	9 5 0	..	..	..	7 11 0	..	..	..	1 16 3	..
Woodwork	..	..	12 10 0	5 19 1	32 0 0	32 0 0	..	..	41 15 0	37 14 0	..	..	..	..	34 1 0	30 3 5	..	..
Cookery	7 15 0	11 4 0	..	..	48 0 0	48 0 0	..	..	..	..	..	36 15 1	..	..	..	..	54 0 0	48 16 7
Dressmaking and advanced needlework ..	3 13 4	..	..	..	..	..	6 10 0	0 6 6	..	..	..	..	..	..	..	..	..	..
	45 17 2	15 3 6	13 15 0	47 17 10	81 13 0	95 5 0	14 0 0	0 6 6	58 10 0	37 14 0	..	36 15 1	7 11 0	..	34 1 0	30 3 5	92 5 1	48 16 7

SUMMARY.

Secondary Schools.	Receipts.	Expenditure.	Secondary Schools.	Receipts.	Expenditure.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Whangarei High School	19 2 6	19 2 6	Christchurch Boys' High School	13 15 0	47 17 10
Thames High School	53 17 2	6 3 10	Ashburton High School	81 13 0	95 5 0
New Plymouth High School	22 8 4	12 10 0	Timaru Girls' High School	14 0 0	0 6 6
Wanganui Girls' College	17 7 6	204 13 8	Timaru Boys' High School	58 10 0	37 14 0
Palmerston North High School	85 6 11	29 3 9	Otago Girls' High School	..	36 15 1
Wellington Girls' College	29 8 9	0 11 0	Otago Boys' High School	7 11 0	..
Dannevirke High School	18 15 0	16 2 6	Southland Boys' High School	34 1 0	30 3 5
Napier Girls' High School	14 12 6	19 1 4	Southland Girls' High School	92 5 1	48 16 7
Marlborough High School	14 16 9	..			
Nelson Girls' College	71 15 0	..	Total	695 2 8	619 10 6
Christchurch Girls' High School	45 17 2	15 3 6			

TABLE D.—JUNIOR AND SENIOR FREE PLACES AT TECHNICAL SCHOOLS OR CLASSES, 1907.

["J" represents Junior; "S" Senior.]

School or Classes.	Subjects and Number of Pupils.																		Capitation for Year ending 31st December, 1907.
	Commercial Work.		Iron and Woodwork, Painters' Work, &c.		Electrical Engineering, Machine-drawing, &c.		Art, Pure and Applied.		Applied Mathematics and Applied Drawing.		Domestic Economy.		Plumbing.		Other Subjects.		Totals.		
	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	£ s. d.
Auckland Education Board—																			
Technical College, Auckland	168	13	32	3	24	5	9	..	83	1	63	1	9	1	6	..	394	24	860 6 9
Technical classes, Whangarei	4	3	4	..	..	..	..	..	..	..	..	..	..	..	..	..	8	3	51 8 9
„ Thames	14	7	3	1	..	..	..	..	2	..	8	2	..	..	3	1	30	11	163 15 9
„ Turua	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8 18 9
„ Kamo	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10 19 0
„ Dargaville	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3 1 3
„ Hikurangi	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9 10 3
Taranaki Education Board—																			
Technical School, New Plymouth	..	1	1	..	1	..	1	..	..	..	1	..	..	..	1	..	5	1	14 11 6
Technical classes, Stratford	1	1	..	..	..	..	2	1	..	..	1	..	..	..	..	..	4	2	7 16 6
Wanganui Education Board—																			
Technical School, Wanganui	37	5	7	..	5	..	11	..	..	..	20	..	3	..	6	..	89	5	380 13 2
„ Hawera	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12 12 0
„ Feilding	11	..	1	..	..	..	3	..	1	..	6	..	1	..	5	..	28	..	60 4 6
„ Eltham	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12 10 6
„ Marton	3	..	..	..	..	..	..	..	..	..	4	..	..	..	1	..	8	..	..
Technical classes, Mangatoki	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8 17 0
„ Ashhurst	6	..	..	..	..	..	..	..	..	..	7	..	..	..	..	..	13	..	..
„ Apiti	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	..	..
„ Halcombe	..	..	..	..	..	..	..	..	..	..	1	..	..	..	6	..	7	..	..
„ Pohangina	7	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	8	..	..
„ Bull's	8	..	..	..	..	..	..	..	..	..	4	..	..	..	..	..	12	..	..
Palmerston North High School Board—																			
Technical School, Palmerston North	6	..	..	..	..	..	..	..	..	..	4	..	5	0	..	..	15	..	0 18 0
Wellington Education Board—																			
Technical School, Wellington	213	33	54	10	12	7	10	2	1	3	10	1	..	..	..	12	300	68	1,317 0 9
„ Petone	12	..	..	..	4	..	2	..	3	..	..	..	..	..	..	..	21	..	18 11 3
Technical classes, Carterton	7	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	8	..	11 2 6
Technical Classes Association, Masterton	18	2	7	..	..	..	6	1	..	..	6	..	1	..	..	..	38	3	..
Marlborough Education Board—																			
Technical classes, Canvastown	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	4 5 0
„ Havelock	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6 0 9
Nelson Education Board—																			
Technical School, Nelson	10	..	1	..	..	..	5	..	..	..	1	..	..	..	3	..	20	..	57 8 3
North Canterbury Education Board—																			
Technical College, Christchurch	106	10	38	..	..	..	..	..	6	..	31	..	..	..	..	..	181	10	340 1 8
Canterbury College Board of Governors—																			
School of Art, Christchurch	..	..	..	..	..	..	32	..	..	..	..	..	..	..	..	..	32	..	108 18 0
South Canterbury Education Board—																			
Technical School, Timaru	22	..	5	..	5	..	3	..	3	..	2	..	..	..	..	..	40	..	..
Otago Education Board—																			
Technical School, Dunedin	195	10	11	..	2	..	16	1	8	..	39	..	2	..	11	7	284	18	371 13 7
„ Oamaru	18	1	4	..	..	..	..	..	..	..	4	..	..	..	..	..	26	1	68 14 3
Southland Education Board—																			
Technical School, Invercargill	40	..	5	..	2	..	19	..	4	..	3	..	..	..	6	..	79	..	114 6 0
Technical classes, Gore	17	..	..	..	..	..	..	..	1	..	6	..	..	..	..	..	24	..	33 16 6
„ Bluff	17	..	3	..	4	..	12	..	..	..	2	..	..	..	..	..	38	..	66 9 6
„ Mataura	3	..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	6	..	6 19 6
Totals	953	86	176	14	59	12	132	5	113	4	225	4	21	1	49	20	1,728	146	4,131 11 2

TABLE E.—SUMMARY OF EXPENDITURE BY GOVERNMENT ON MANUAL AND TECHNICAL INSTRUCTION FOR THE YEAR ENDING 31ST DECEMBER, 1907.

	£ s. d.	£ s. d.	£ s. d.
Capitation—			
School classes ..	13,162 4 5		
Technical classes	13,602 3 5		
		..	26,764 7 10
Subsidy of £1 for £1 on contributions—			
School classes ..	624 12 3		
Technical classes	12,857 19 3		
		..	13,482 11 6
Grants—			
Buildings, apparatus, and rent—			
School classes	2,459 14 11		
Technical classes ..	20,402 16 2		
		22,862 11 1	
Material for technical classes	..	1,008 11 2	
			23,871 2 3
Railway fares of instructors	..	..	754 11 4
students attending registered classes ..	..	..	115 0 10
free-place holders	..	..	784 18 3
Expenses in connection with examinations—			
Science and Art, Board of Education, South Kensington	..	305 6 2	
City and Guilds of London Institute	..	534 17 4	
			840 3 6
Inspectors—			
Salaries	..	762 10 0	
Travelling-expenses	..	233 17 6	
			996 7 6
Free places at technical schools	..	..	4,131 11 2
Sundries	..	..	14 2 9
			71,754 16 11
Less recoveries (examination fees, £142 2s. 6d.; proceeds of sale of material used at examination, £19 3s. 10d.)	..	..	161 6 4
Total	..	..	£71,593 10 7

TABLE F.—BOARD OF EDUCATION, SOUTH KENSINGTON.—ART AND SCIENCE EXAMINATIONS, 1907.

["C" represents candidates; "P" passes.]

Subjects of Examination.	Auckland.		New Plymouth.		Hawera.		Wanganui.		Feilding.		Palmerston North.		Wellington.		Napier.		Nelson.		Westport.		Greymouth.		Christchurch.		Timaru.		Dunedin.		Invercargill.		Totals.	
	C.	P.	C.	P.	C.		C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.
Art—																																
Freehand drawing	37	34	1	1	4	3	7	5	1	0	2	2	1	1	..	..	14	12	1	0	1	1	8	6	2	2	23	14	18	10	120	91
Model drawing	25	17	1	0	3	0	6	3	1	1	7	7	5	3	..	..	11	3	1	0	2	1	5	4	5	4	17	7	18	2	107	52
Geometrical drawing	22	14	..	..	2	2	4	4	..	..	2	2	1	1	..	..	..	..	..	..	1	1	2	2	..	..	7	3	..	..	41	29
Perspective drawing	2	2	..	..	1	1	1	1	1	1	3	3	1	0	..	..	..	..	..	..	..	..	1	0	..	..	5	4	..	..	15	12
Blackboard drawing	2	1	..	..	1	0	1	0	..	..	4	1	..	..	..	..	6	1	..	..	3	1	2	0	1	0	14	4	18	0	52	8
Drawing in light and shade.. ..	8	6	..	..	..	..	1	1	..	..	3	2	..	..	..	..	7	2	..	..	..	..	2	2	1	1	5	4	..	..	27	18
Memory drawing of plant-form ..	1	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	4	3	..	..	8	7
Drawing from life	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	1	1
Painting from still life	3	3	..	..	..	..	1	1	..	..	..	..	2	2	1	1	..	..	..	..	..	..	..	..	..	..	6	5	1	0	14	12
Painting ornament	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	1	1
Design	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	3	..	..	4	3	..	..	9	7
Anatomy	..	..	..	..	..	..	..	..	..	..	1	1	1	0	..	..	..	..	..	..	..	..	2	2	..	..	2	1	..	..	6	4
Drawing from the antique	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	0	..	..	2	0
Modelling the head from life ..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Modelling from life..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Principles of ornament	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	2	2
Students' works	2	1	..	..	..	..	2	0	..	..	..	..	..	..	..	..	2	0	..	..	..	..	7	3	..	..	..	..	..	..	13	4
Science—																																
Practical plane and solid geometry ..	5	4	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	1	8	7
Machine construction and drawing ..	37	24	..	..	..	..	..	..	..	..	..	..	8	4	..	..	..	..	..	..	..	..	..	..	..	..	5	4	1	1	51	33
Building construction and drawing ..	12	11	1	1	..	..	..	..	..	..	1	0	6	6	..	..	..	..	..	..	..	..	2	2	1	1	7	5	3	2	33	28
Mathematics	1	1	..	..	..	..	3	3	..	..	..	..	3	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	6
Applied mechanics..	4	2	..	..	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	..	1	0	..	..	4	3	..	..	11	6
Steam	4	3	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	6	4
Theoretical inorganic chemistry ..	..	..	..	..	..	..	7	6	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	9	7
Magnetism and electricity	4	3	..	..	3	2	2	2	1	1	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	13	10
Botany	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	1	0
Physiography	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	1	1
Hygiene	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	2	2	2	2	..	..	1	1	..	..	6	6
Human physiology..	..	..	..	..	1	0	2	2	..	..	..	..	2	0	..	..	..	..	..	..	1	1	..	..	..	..	1	0	..	..	7	3
Agricultural science and rural economy	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4	..	..	5	5
Practical mathematics	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Totals	173	131	3	2	16	9	39	30	4	3	28	23	35	23	1	1	40	18	2	0	11	8	44	32	10	8	114	66	62	16	582	370

TABLE G.—CITY AND GUILDS OF LONDON INSTITUTE.—TECHNOLOGICAL EXAMINATIONS, 1907.

["C" represents candidates; "P" passes.]

Subjects of Examination.	Auckland.		Whangarei.		Waihi.		Wanganui.		Wellington.		Masterton.		Dannevirke.		Napier.		Blenheim.		Nelson.		Greymouth.		Christchurch.		Timaru.		Dunedin.		Invercargill.		Totals.	
	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	.	C.	P.	C.	P.	C.	P.	C.	P.
Plumbers' work (preliminary) ..	19	11	..	..	..	..	2	2	1	1	2	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24	14
Principles of plumbing (ordinary) ..	2	2	..	..	..	..	5	3	1	1	2	0	6	6		1	..	..	6	4	..	..	..	..	3	0	..	..	..	..	26	17
" " (honours) ..	..	..	..	..	..	..	..	..	..	..	..	..	1			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Plumbers' work, practical (ordinary)	2	0	..	..	..	..	5	2	1	0	2	2	6	0		0	..	..	5	1	..	..	..	..	2	2	..	..	..	..	24	7
" " (honours)	..	..	..	..	..	..	..	..	..	..	..	..	1	0		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0
Plumbers' work (ordinary) ..	7	7	..	..	..	..	3	3	3	2	4	2	3	1	2	1	..	..	2	0	..	..	..	..	2	2	..	..	..	..	26	18
" (honours) ..	4	4	..	..	..	..	..	..	..	..	2	1	..			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	5
Carpentry and joinery (preliminary)	8	6	..	..	..	..	..	..	..	..	..	..	..			..	..	..	..	..	..	..	..	..	4	2	..	..	..	..	12	8
" " (ordinary) ..	4	3	..	..	..	..	..	..	..	..	..	..	..			0	..	..	..	..	..	..	1	1	..	..	1	1	..	..	7	5
" " (honours) ..	3	3	..	..	..	..	..	..	..	..	..	..	..			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	3
Cabinetmaking (ordinary) ..	..	..	..	..	..	..	1	1	..	..	..	..	..			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
" (honours) ..	1	1	..	..	..	..	..	..	..	..	..	..	..			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Mechanical engineering (ordinary), Part I	6	4	..	..	1	0	..	..	..	..	..	..	..			..	..	..	..	..	..	..	..	..	..	..	5	3	..	..	12	7
Mechanical engineering (ordinary), Part II	1	1	..	..	1	0	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..	..	..	..	2	0	..	..	4	1
Electric light and power (preliminary)	..	..	..	..	..	..	1	1	6	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	5
" " (ordinary) ..	2	0	..	..	2	2	..	..	5	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	4
Telegraphy and telephony (ordinary)	2	2	..	..	..	..	..	..	2	1	1	1	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	..	7	5
Telegraphy (honours)	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Telephony (honours)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	1	1
Woodwork, first year	..	..	2	2	..	..	1	1	..	..	..	..	..	..	2	2	..	..	..	..	..	..	1	1	..	..	..	..	..	..	6	6
" final	3	1	2	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	1	0	1	1	8	3
Plain cookery	9	6	16	15	..	..	3	3	3	1	..	..	..	..	3	3	4	4	2	2	..	..	11	10	..	..	10	10	..	..	61	54
Dressmaking	2	1	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	4	3
Millinery	3	3	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Plain needlework	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2
Tailors' cutting (ordinary) ..	..	..	..	..	..	..	4	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	3
Wiremen's work	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0
Totals	78	55	20	17	6	4	26	20	23	12	13	6	17	8	12	9	4	4	16	8	2	1	14	13	11	6	20	15	1	1	263	179

Table H.—Return of Staffs of Technical Schools and Classes conducted by the Undermentioned Bodies as Controlling Authorities or Managers, as the case may be, during the Year ending 31st December, 1907.

Auckland Education Board,—

Department of Technical Education and Manual Training.—Director, £600. Assistant Director, £245 19s. 5d. Instructor in Agriculture, £400. Chief Clerk, £126 17s. 8d. Clerk, £67 10s. Two typists, 1 at £67 10s., 1 at £40.

Auckland Technical College.—Twenty-four instructors, at salaries or allowances ranging from £335 6s. 8d. to £9 10s. Caretaker, £114 2s.

Manual Training Centres, Auckland.—Nine instructors, at salaries or allowances ranging from £235 12s. 6d. to £6.

Thames Technical Classes.—Superintendent (also instructor), £20. Eight instructors, at salaries or allowances ranging from £35 to £5.

Thames Manual Training School.—Superintendent (also instructor), £200 7s. 6d. Instructor, £178 6s. 8d.

Whangarei Technical Classes.—Four instructors, at salaries or allowances ranging from £43 1s. 2d. to £6 5s. 10d.

Whangarei Manual Training Centre.—Superintendent (also instructor), £200. Instructor, £160.

Sundry country classes.—Three instructors, at salaries or allowances ranging from £80 to £10 7s.

Managers of the "Elam" School of Art.—Director, £450. Four instructors, at salaries or allowances ranging from £80 to £37 10s. Two attendants, 1 at £39, 1 at £26.

Taranaki Education Board,—

New Plymouth Technical School.—Director (also Inspector of Schools) £68 16s. 8d. Superintendent, £5. Secretary, £5. Clerk, £13 11s. Fourteen instructors, at salaries or allowances ranging from £77 12s. to £6 13s.

Stratford Technical School.—Superintendent, £10. Secretary, £5. Six instructors, at allowances ranging from £8 to £5.

Inglewood Technical Classes.—Two instructors, 1 at £20 7s. 4d., 1 at £4 11s.

Training classes for teachers at various centres.—Nine instructors, at allowances ranging from £21 19s. to £1.

Itinerant instructors in woodwork, £131 5s.; in cookery, £97 10s.; in agriculture, £76 8s.; and in dressmaking, £88 4s. 6d.

Wanganui Education Board.—Superintendent of Manual and Technical Instruction (also Inspector of Schools), £16 13s. 4d. Director (also Director Wanganui Technical School), £25. Clerk, £100. Superintendent, Northern District, £229 3s. 4d. Superintendent, Southern District, £50.

Wanganui Technical School.—Director, £300. Thirty-five instructors at salaries or allowances ranging from £269 12s. 10d. to £2 10s.

Hawera Technical Classes.—Five instructors at salaries or allowances ranging from £62 10s. to £5.

Feilding Technical Classes.—Fifteen instructors at allowances ranging from £46 to £1 1s.

Eltham Technical Classes.—Seven instructors at allowances ranging from £34 16s. to £7.

Marton Technical Classes.—Eight instructors at allowances ranging from £19 2s. 5d. to £4 10s.

Waverley Technical Classes.—Four instructors at allowances ranging from £9 to £5.

Patea Technical Classes.—Four instructors at allowances ranging from £25 to £8.

Taihape Technical Classes.—Four instructors at allowances ranging from £28 19s. to £4.

Technical Classes at Sundry (Thirteen) Country Centres.—Twenty-six instructors at allowances ranging from £60 to £4 18s.

Training Classes for Teachers.—Twelve instructors at allowances ranging from £30 to £2 2s.

Other Instructors.—Cookery, 2 instructors—1 at £150, 1 at £130; 3 assistants at allowances ranging from £20 to £2 10s. Woodwork, 2 instructors—1 at £210, 1 at £160 8s. 4d. Agriculture—1 instructor at £300. Dairywork—1 instructor at £250.

Board of Governors, Palmerston North High School,—

Palmerston North Technical School.—Director, £25. Twenty instructors at salaries or allowances ranging from £225 to £4 4s.

Wellington Education Board,—

Carterton Technical Classes.—Secretary, £6 6s. Three instructors at allowances ranging from £20 to £10.

Pahiatua Technical Classes.—Two instructors, 1 at £34 17s. 6d., 1 at £12 10s.

Special instructors.—Woodwork—1 at £200. Cookery—1 at £125, 1 at £100, 1 at £35, 1 at £19 10s. Agriculture—1 at £300.

Wellington Technical School.—Director, £650. Registrar, £150. Clerk, £80. Librarian, £52. Thirty-five instructors at salaries or allowances ranging from £340 to £30.

Petone Technical School.—Secretary, £10. Eight instructors at salaries or allowances ranging from £60 to £28 7s.

Managers of the Masterton Technical School.—Secretary, £45. Nine instructors at salaries or allowances ranging from £76 to £13.

Hawke's Bay Education Board,—

Napier Technical School.—Director, £22 18s. 4d. (one month). Secretary, £15. Clerk, £15. Seven instructors at salaries ranging from £215 to £50 8s. 10d.

Board of Governors, Gisborne High School,—

Gisborne Technical School.—Secretary, £62 10s. Nine instructors at salaries or allowances ranging from £158 10s. 6d. to £5 5s.

Board of Governors, Dannevirke High School,—

Dannevirke Technical School.—Five instructors at various allowances based on fees and capitation.

Marlborough Education Board,—

Special instructors.—Cookery, £110; woodwork, £80; agriculture, £300 and £100 travelling-allowance (itinerant instructor for Nelson, Marlborough, Grey, and Westland Education Boards); various technical classes, 5 instructors at allowances based on fees and capitation.

Nelson Education Board.—Superintendents for district: The Inspectors of Schools, without salary. Registrar, £36. Instructor in Agriculture (see Marlborough).

Nelson Technical School.—Sixteen instructors at allowances based on fees and capitation.

Westport Technical Classes.—Six instructors at allowances based on fees and capitation.

Reefton Technical Classes.—Four instructors at allowances based on fees and capitation.

Other country centres.—Three instructors at allowances based on fees and capitation.

Grey Education Board,—

Greymouth Technical School.—Director: The Inspector of Schools (without salary). Five instructors at salaries or allowances ranging from £120 to £5. Instructor in Agriculture (see Marlborough).

Westland Education Board.—Two instructors—agriculture (see Marlborough), and cookery, £30.

North Canterbury Education Board.—Director School of Woodwork and Cookery Classes (also Director Christchurch Technical College), £100. Instructor in Agriculture, £300. Three Instructors in Woodwork—1 at £160; 1 at £3 10s. a week; 1 at 3s. 6d. an hour.

Kaiapoi Technical Classes.—Six instructors at allowances ranging from £30 to £6.

Other country centres.—Four instructors at allowances ranging from £30 to £10.

Christchurch Technical College.—Director, £500. Secretary, £96 11s. Clerk, £58 5s. 7d. Twenty-seven instructors at salaries or allowances ranging from £183 19s. 8d. to £5.

Ashburton Technical School.—Director and Secretary £50. Six instructors at salaries or allowances ranging from £86 5s. to £8.

Lyttelton Technical Classes.—Four instructors at allowances ranging from £19 to £5 8s.
Akaroa Technical Classes.—Four instructors at allowances ranging from £26 to £10.
Rangiora Technical Classes.—Three instructors at allowances ranging from £55 10s. to £28 10s.
Canterbury College Board of Governors,—
School of Engineering.—Professor in Charge, £800. Eleven instructors at salaries ranging from £325 to £40.
School of Art.—Director, £500. Twelve instructors at salaries or allowances ranging from £200 to £10.
South Canterbury Education Board.—Director, £250 16s. 6d. Special instructors for woodwork, £228 18s. 6d.; for cookery, 1 at £174 8s., 1 at £71 18s. 11d.
Timaru Technical School.—Sixteen instructors at allowances ranging from £50 to £4. Caretaker, £18.
Temuka Technical School.—Director, £50. Seven instructors at allowances ranging from £40 to £12.
Waimate Technical School.—Director, £20. Secretary, £10 10s. Twelve instructors at allowances ranging from £28 7s. 5d. to £3 10s. Caretaker, £14.
Pleasant Point Technical Classes.—Director, £15. Secretary, £15. Two instructors, 1 at £15, 1 at £12 12s.
Otago Education Board.—Special instructor for cookery, £130. Special instructors in woodwork—1 at £154, 1 at £24, 1 at £10.
School of Art.—Principal, £400. Six instructors at salaries ranging from £120 to £25.
Dunedin Technical School and Sub-centres.—Director and Secretary, £175. Registrar, £25. Seventeen instructors at salaries and allowances ranging from £120 to £8.
Oamaru Technical School.—Secretary, £40. Eleven instructors at salaries or allowances ranging from £80 10s. 6d. to £10.
Southland Education Board.—Director, £50. Secretary, £45. Special instructor for woodwork, £200; and for cookery, £122 14s. 9d.
Invercargill Technical School.—Twenty instructors at allowances ranging from £36 7s. 6d. to £10.
Gore Technical Classes.—Eleven instructors at allowances ranging from £16 5s. to £5.
Bluff Technical Classes.—Nine instructors at allowances ranging from £22 5s. to £10 15s.
Mataura Technical Classes.—Eight instructors at allowances ranging from £21 to £5.
Other country centres.—Two instructors, 1 at £8 17s., 1 at £3 11s. 3d.

No. 3.

REPORT OF THE INSPECTORS OF TECHNICAL INSTRUCTION.

SIR,—

We have the honour to report as follows on the state and progress of manual and technical instruction in the Dominion during the year ending 31st December, 1907.

A. MANUAL INSTRUCTION.

During the year recognised school classes for instruction in various branches of handwork were held at 1,153 primary and secondary schools, as against 995 in 1906. The total number of classes for all subjects was 4,459, an increase of 620. Details of the number of school classes in the several education districts and of the subjects of instruction are given in Table B, page 9. It is apparent from the particulars furnished by the controlling authorities of primary-school classes that in an increasing number of instances the media employed by teachers in connection with instruction in those branches of elementary handwork to which most attention is now being given—namely, modelling, brush and blackboard drawing, paper and cardboard work, and bricklaying—are being used as instruments of education in relation to the general work of the standards. Thus we find modelling correlated with geography, nature-study, and elementary design; brush drawing with elementary design and nature-study; paper and cardboard work with elementary arithmetic, mensuration, and geometrical drawing; bricklaying with oral composition, drawing, and elementary mensuration. In other words, exercises in handwork, instead of being confined to specific instruction in one or other of the above-named branches, are in many districts becoming slowly but surely merged in the general school curriculum as methods rather than as subjects of instruction. This method of treating elementary handwork, if adopted generally in the schools—and we hope that such will be the case before very long—should prepare the way for simplifying still further regulations and forms relating to instruction in handwork.

As regards classes for instruction in what may be termed the more specialised forms of handwork, woodwork was taught in 280 classes, as compared with 188 in the previous year. Most of these classes are conducted at centres conveniently located and well equipped for the purpose. Speaking generally, a noticeable advance has been made both in the quality of the instruction and in the work of the pupils. The defects to which attention has been drawn in previous reports are not so apparent, and in the case of some centres really good work has been accomplished. We would like to see more evidence of attempts to bring the instruction into closer contact with other subjects of the school syllabus. At present the instructor in charge of a centre, and itinerant instructors visiting groups of centres, do not appear in many cases to be in touch with the general work of the schools from which the classes are drawn. As a consequence woodwork too often comes to be regarded as an outside or extra subject, unrelated to other subjects of the school course. The value of a course in woodwork might, we think, be improved by the inclusion of exercises in freehand sketching from the pupils' own work, and in practical arithmetic and mensuration.

The number of classes for cookery was 327, an increase of over a hundred classes. Most of these classes are also conducted on the central system. As in the case of woodwork, and for the same reasons, there is little evidence of any connection between the instruction in cookery and that in other subjects. In most cases the instruction, so far as it relates to the practice of cookery, is satisfactory. We have no desire to depreciate the value of this part of the instruction, but we are glad to notice that in some districts earnest and fairly successful efforts are being made to give the cookery lessons a higher educational value by using the familiar occupation of cooking as an aid to mental training. In one district a circular has been issued to cookery instructors setting forth in detail the kind and amount of theoretical instruction (as distinguished from demonstrations) that must form part of the course in cookery; arrangements being made at the same time whereby the instructors themselves may become familiar with the elementary scientific principles underlying the practice of cookery. Speaking generally, instructors in cookery have yet to learn that the goal towards which the instruction should tend is similar to that to which all practical instruction should be directed—namely, the training of the pupil's intelligence through familiar occupations, the useful application of the methods of science, and incidentally the acquisition of general manipulative skill.

Dressmaking and advanced needlework have been taken by eighty classes, as against sixty-four for the previous year. In most cases satisfactory work has been done, and evidence is not wanting that excellent results, from all points of view, are obtainable without having resource to mechanical aids in the shape of chart systems.

There has been a considerable increase in classes taking elementary physical measurements; ninety classes were in operation, an increase of thirty-one. The reminder in our last report that the educational value of the work was often in inverse proportion to the amount of ground covered seems to have been not without effect. In one district special attention has been given to the construction of simple apparatus by the pupils for class use. Included in the apparatus was a number of simple balances. These did not, it is true, reach a high standard of mechanical excellence, but the essential parts were sufficiently accurate for the purpose in view, and made it possible for the pupils to carry out a useful series of exercises in weighing. In this connection it is suggested that much more general use of the woodwork classes might be made in connection with elementary physical measurements. The designing and preparation of drawings of apparatus within the capacity of the pupils might with advantage form part of a course in physical measurements. If to the equipment of the woodwork shop were added a few simple appliances for metal-working, the construction of useful and approximately accurate apparatus might well be undertaken by pupils. Additional interest and utility would be given to the course in woodwork, and pupils would be afforded an opportunity of gaining a more intelligent insight into the purpose and use of the simple apparatus required for an elementary course in physical measurements. The regulation regarding the time to be given to individual practical work by the pupils appears in some instances to have been wrongly interpreted by instructors. Demonstrations by the instructor with the assistance of certain members of the class cannot be regarded as complying fully with requirements. It should be understood that half of the whole time given to the instruction is to be spent by each pupil in individual practical work.

Considerable progress has been made in the organization of classes for subjects relating to rural pursuits. During the year 424 classes for elementary agriculture and dairy-work were in operation, as against 255 in the previous year. This increase may be taken as indicating that controlling authorities generally are realising the value of courses of instruction bearing directly on pupils' surroundings. Instruction in dairy-work has previously been confined practically to one district. We are now able to report a decided increase in the number of classes for this important subject. The appointment of a special itinerant instructor in the Wanganui District has made it possible for useful courses of instruction in the principles of dairying to be given in the northern and southern parts of this district. The total number of classes for dairy-work was twenty-six, as against two for the previous year. It has been advanced as a reason why children in dairying districts should not receive instruction in dairying at school that they have enough dairying in their homes. The conditions of life and labour in the dairying districts of the Dominion no doubt impose some measure of hardship on the children; but if those who consider that by making a course of dairy-work a part of the children's education you impose an additional burden upon them, could see the intense interest they take in the simple experiments, and the generally enthusiastic way they go about the practical work incident to the course, and could hear the intelligent answers given by most of the pupils to questions bearing on the value and meaning of the work done in the class, they would probably come to the conclusion that the instruction is not regarded by the children as "a burden grievous to be borne," but, on the contrary, is viewed rather in the light of a relief from the ordinary subjects of instruction. May not the attitude of the children toward the work be explained by the fact that in the classes in question they are dealing with a subject closely related to their life?

It seems hardly necessary at this stage to enlarge on the benefits likely to accrue to the pupil, the teacher, the school, and incidentally to the community from instruction in what is termed elementary agriculture, or, better, nature-study with an agricultural trend. Professor James says that manual training is the most colossal improvement that ever came into the schools of America, because the boys learn to work together and become co-operative instead of foolish little imps who are trying to get ahead of their fellows and crow over it. He points out that school gardens possess all these advantages of manual training with the added ones, over some forms of this discipline, of their feasibility almost anywhere, of easier inculcation of the sense of ownership, of working with the fundamental instead of the more accessory muscles, and of being essentially out-of-door work. The experience in America and Canada has been that devoting four or five hours a week, or even two hours a day, to nature-study and gardens on proper lines enables the pupils to accomplish more in the remaining time than they formerly accomplished in the whole time spent at school, and, further, that this work has given schools a new incentive, has raised the daily attendance materially, and has proved an "Open sesame" into both the problems and interests of life to children always before considered dull. Those well qualified to express an opinion contend that the work has an ethical value in that it puts the child in the place of other people whose rights he has not appreciated before, and hence has failed to respect. The suggestion to a child that he may grow a tree of his own will give him a desire to do so. Some real knowledge of the amount of care, time, patience, and money, and of the chance of success or failure in raising the tree will, it is asserted, do more in getting a child voluntarily to respect public parks and gardens than all the police which a city can afford to place or watch over them. Referring to the æsthetic side of the work, it is contended that many country children, too young to feel the effect of more bushels of potatoes or more pounds of wool, have early formed their dislike for the farm, and that a flower-garden or pleasant yard would do more to content them with living on a farm than ten bushels more of wheat to the acre.

Dealing with the practical advantages of agricultural education in a bulletin recently issued by the Bureau of Education, Washington, Mr. J. R. Jewell says,—

"A proper correlation of agriculture with the other studies would furnish plenty of material for school use which would mean more to the children than would text-books, especially in arithmetic, composition, &c.

"Most of the pupils in our rural schools have but two sources of information—namely, the world around them and books. It is sad to think how little many of them get from either. Nature-study in the earlier years teaches the child to observe, inference gradually comes in as he combines his observations, until in the higher grades he reasons from cause to effect. Until within the last two decades the education of our schools was confined to thinking, the doing was limited to work with pen or pencil. Manual training is now recognised as of great educational value, but the impossibility of suitable equipment for wood, clay, and iron working prevents our rural schools from attaining to the efficiency of our city schools. School gardens make good this deficiency, and furnish the first opportunity for co-ordination between mental and motor activity. As the child grows and his interest enlarges he should be given larger opportunities for determining, guiding, exercising, and controlling his motor activities. There is almost as much need of nature-study with an agricultural trend, of school gardens, and of agricultural instruction, in many of our city schools as in the country. Before the introduction of manual training our educational system had made no provision for those pupils of a distinctly motor type. Many of them are now being lifted to a higher plane of life than before; and the introduction of gardening into the schools of cities of considerable size has saved a large number of others from dropping out of school without any broad life-interest, and with but a small part of what the school should give them. There are, moreover, in the schools of all our cities, surrounded by farming or horticultural industries, a considerable number of children who must eventually gain their livelihood in such work, to say nothing of the pupils from rural communities who come into the urban schools because of their superior advantages. Certainly, if the aim of education is to fit for life, these boys and girls should be taught according to their needs and not along some hard and fast course of study mapped out for those who wish to prepare for college. A large number of our cities now have manual-training high schools for children needing such training as they give, and it is right that it should be so.

"There is even more justification for the teaching of scientific agriculture, since it would probably tend to check the congestion of our cities, while the former has exactly the opposite trend. One extra teacher in a high school could give instruction in agriculture, open as part of an elective course for those who cared for it, along with most of the other scientific subjects, but with less language.

"It has not been possible to consider the need of a good agricultural education for the children of rural communities without touching, at almost every point, some argument for the educational value of agriculture. Before formal schools were thought of, the race made its progress by studying nature and by manual training; later the school came in to supplement these and finally usurped their place, absorbing all the time of the pupil in the consideration of books. Every race has dug its civilisation out of the ground; the boys are doing the same thing, successfully, in a number of our American schools. It is time for us to ask again, with Demolins, 'Do our schools make men?' Are they helping to maintain the superiority of the Anglo-Saxon? We have long believed that the painter, the designer, and the sculptor express the highest form of thought in their handiwork. Lately we have accepted working in clay, wood, and iron as true expressions of thought. In the same way exact and well-ordered thought is required in the problems of the farm, in bringing the various kinds of soil to the maximum of productivity, and in the handling of the complicated machinery at hand. Indeed, the value of elementary agriculture in the common schools is now recognised almost all over our country, and each year sees its introduction into one or more States. It is natural that this should be so long before there is much agitation for agriculture in our high schools, because a professionally trained teacher is not absolutely necessary in the elementary school to make the instruction valuable. Perhaps it is wise to have such a study as this, in which the pupils may know as much as, or more than, their teacher, who shall study with them, only using his larger powers for the skilful guidance of the children. To make a success of school gardens without having had experience in gardening is more difficult than with nature-study, but with foresight and pertinacity it can be done. In those States where the law has made such instruction mandatory upon elementary teachers, there are hundreds of cases where teachers have made a success of teaching elementary agriculture, although practically not at all trained for the work. But in the secondary schools this is impossible. There must be trained teachers in those schools to assure scientific instruction.

"A last argument, but by no means the least, for the educational value of agriculture in our schools is that in France and Belgium its introduction has materially raised the age of leaving school—in many sections 'from two to three years' Government officials say. What statistics we have in the United States go to prove the same thing: in the agricultural high schools of Alabama, Wisconsin, and Minnesota there is constantly a large percentage of students who would have dropped out of school with only an elementary education had there not been the opportunity to learn of the things in which they were naturally interested. Agricultural high schools would be worth all they cost if they were attended only by those young people who otherwise would have dropped out of school.

"The economic value of up-to-date instruction in agriculture may seem to be so well recognised as to demand little more than a statement of its importance. But the essential thing to note is that our schools for the children of rural districts have not kept up with the wonderful progress made in agriculture. The workers in our experiment stations have discovered facts of the greatest importance to the masses of farmers, but the new truths are surprisingly slow in seeping down into the soil needing enrichment. Every farmer-boy ought to be taught how to choose the best seed-corn, but it has been impossible to get this information to the people of Iowa and neighbouring States through the public schools. Hence the railroads came to the rescue, and they are freely furnishing trains to carry over their lines agricultural-college lecturers who shall teach the farmers how to raise a fifth more corn through the careful selection of seed, and Iowa has already added $8,000,000 a year to her income as a result. Many boys' agricultural clubs are studying the selection of seed-corn, with the consequence that some Illinois boys are selling their corn for five times as much as their fathers are able to get for theirs.

"Our better agricultural colleges are not satisfied to train men to be able to produce more grain to the acre, or more pounds of meat from a suitably balanced ration, but the students are being shown how they may best become leaders among their fellows: how they may 'make agriculture a live, progressive art, which in the future shall provide a more stable and satisfactory basis for thrifty, intelligent, refined, and happy rural communities, as well as a stronger guarantee for the manufactures, commerce, literature, art, and science of a higher civilisation.'"

The writer concludes a very interesting and instructive monograph as follows:—

"So far as experience has gone it has shown that,—

"1. Nature-study has already infused new life into our school system, and, when made a study of the relations of man to nature and to its forces, it produces that great educational result —viz., the proper response of the individual to his environment.

"2. Nature-study, better than any other study in the school curriculum, allows the teacher and the pupil to meet on the same plane, and really to know and to understand each other.

"3. The child himself becomes a lifelong economic force in nature as soon as he learns to look at it with understanding eyes.

"4. The ethical value of producing something cannot be overestimated: in this lies the only road to altruism open to the child, as well as a guarantee of his respect for the products of others.

"5. 'The sentiments on which the highest religion rests are best trained in the chidren on the noblest objects of nature.'

"6. Neither the educational, the ethical, nor the economic value of nature-study overshadows its æsthetic value—its effect on the sentiments of the child. The psychological genesis of a genuine love of nature is the crowning result of nature-study.

"7. School gardens furnish to children the best possible means of giving expression to their thoughts through motor channels.

"8. Children having the advantages of gardening do much better work—as much as a third better in some cities, it is said—in their other studies than do other children in the same school.

"9. School gardens teach, among other things, private care for public property, economy, honesty, application, concentration, justice, the dignity of labour, and love for the beauties of nature.

"10. Nature-study and school gardens serve better than other agencies to 'cultivate the critical discernment of beauty and excellence in nature and in human nature,' as President Eliot has pointed out.

"11. School gardens have the advantage over all other school work of promoting the health of the child, especially in the case of incipient tuberculosis.

"12. In a number of our larger cities school gardens have transformed districts in the slums morally, socially, and æsthetically.

"13. Although half of the school-children of the United States receive all their instruction in the country schools, the education given them does not suitably prepare them for their lifework.

"14. Agriculture furnishes admirable subject-matter for many of the other school studies.

"15. In rural schools where other forms of manual training are perhaps out of the question for the present, practical agricultural work supplies the motor training needed by all and essential to the motor-minded.

"16. In at least two foreign countries the introduction of agricultural education has raised the age of leaving school between two and three years, and the same effect is observable in some of our own States. With this there is also an increased average attendance of the total school enrolment.

"17. The economic value of an agricultural education is seen on every hand. It is this which has materially increased, and in many cases doubled or tripled, the amount produced by the same land, numerous instances of which may be seen in every State of our country. More patent still, it is such an education which enables the smaller countries of northern Europe to compete with our American farmers.

"18. Agricultural education, and perhaps that alone, seems likely to prove the salvation of the South, and especially of the negro, who above all else needs to be given self-respect, and a higher code of morality through self-support.

"19. Practical ethics are best insured by making every citizen, at least potentially, a producer. For example, a small, well-managed farm school has proved more successful than any other means for reforming boys with criminal tendencies.

"20. The study of agriculture has its important artistic side: the problems of the farm and of farming demand as true and as artistic expression of well-ordered thought as do the 'arts and crafts,' whose artistic value we have recognised ever since the work of Morris.

"21. All these effects must bring a changed social status in their train. We have good reason to believe that one of the most important among them will be a lessening of the influx into the cities from the country, if not a setting of the tide in the other direction. This beneficial change is already under way in France and Belgium, and it is believed that giving the people an agricultural education has had its part in bringing this about.

"22. An agricultural education, better than any other, makes men, enables one always to fall on his feet, fills him with a lasting confidence that in any stress of circumstances he can obtain a comfortable livelihood from the earth.

"Finally, our rural communities need, and have a right to demand, a good, practical, and scientific education in agriculture. This must come largely through the secondary schools, since our agricultural colleges have assumed the important task of training agricultural experts. Nature-study should be taught in conjunction with gardening in every school, and agriculture should form a part of the curriculum of at least every rural primary school."

Speaking generally, it may be said that, in spite of not a few difficulties, hindrances, and disabilities, most of them unavoidable, matters relating to manual instruction are progressing satisfactorily in the several education districts. Experience is showing what forms of manual instruction are best adapted to the requirements of elementary education, and how best to use them as instruments in the all-round education of the child. In conclusion, it may not be out of place to quote here some remarks made by Sir Philip Magnus, President of the Educational Science Section of the British Association, in his presidential address last year. Speaking on the errors into which civilised countries have drifted in elementary education and how to correct them, he says,—

"If we are to avert the consequences that must overtake us through having equipped our children for their life struggle with implements unfitted for their use, we must consider afresh the fundamental ideas on which a system of elementary education should be based. Instead of excluding the child from contact with the outer world, we must bring him into close relationship with his surroundings. It was given to man to have dominion over all created things, but he must first know them. It is in early years that such knowledge is most rapidly acquired, and it is in gaining it that the child's intellectual activities are most surely quickened. It is unfortunate that we failed to realise this great function of elementary education when we first essayed to construct for ourselves a national system. The three Rs, and much more than that, are incidental parts of elementary education. But what is needed is a '*leitmotif*'—a fundamental idea underlying all our efforts, and dominating all our practice, and I venture to think that idea is found in basing our primary education on practical pursuits, on the knowledge gained from actual things, whether in the field, the workshop, or the home. Instead of fetching our ideas as to the training to be given in the people's schools from that provided in our old grammar schools, we should look to the occupations in which the great mass of the population of all countries are necessarily engaged, and endeavour to construct therefrom a system with all such additions and improvements as may be needed to adapt it to the varied requirements of modern life. By this process—one of simple evolution adjusted to every-day needs—a national system of education might be built up fitted for the nation as a whole—a system founded on ideas very different from those which, through many centuries, have governed the teaching in our schools. In the practical pursuits connected with the field, the workshop, and the home, and in the elementary science and letters incidental thereto, we might lay the foundation of a rational system of primary education. These three objects—the field, the workshop, and the home—should be the pivots on which the scheme of instruction should be fixed, the central thoughts determining the character of the teaching to be given in rural and urban schools for boys and girls. The problem of primary education is to teach by practical methods the elements of letters and of science, the art of accurate expression, the ability to think and to control the will; and the ordinary school lessons should be such as lead to the clear apprehension of the processes that bring the child into intimate relations with the world in which he moves."

The attached circular relating to local nature-observations, issued by the Superintendent of Education, Nova Scotia, is appended for the information of teachers and others interested in nature-study.

"FORM EMPLOYED IN THE PROVINCE OF NOVA SCOTIA FOR THE RECORD OF NATURE-OBSERVATIONS BY SCHOOL-CHILDREN.

"[To be handed promptly on its receipt by the Secretary of every School Board to each teacher employed within the school section.]

"*Local 'Nature' Observations.*

"This sheet is provided for the purpose of aiding teachers to interest their pupils in observing the times of the regular procession of natural phenomena each season. First, it may help the teacher in doing some of the 'nature' lesson work of the course of study; secondly, it may aid in procuring valuable information for the locality and province. Two copies are provided for each teacher who wishes to conduct such observations, one to be preserved as the property of the section for reference from year to year, the other to be sent in with the return to the Inspector, who will transmit it to the Superintendent for examination and compilation.

"What is desired is to have recorded in these forms the dates of the first leafing, flowering, and fruiting of plants and trees; the first appearance in the locality of birds migrating north in spring or south in autumn, &c. While the objects specified here are given so as to enable comparison to be made between the different sections of the province, it is very desirable that other local phenomena of a similar kind be recorded. Every locality has a flora, fauna, climate, &c., more or less distinctly its own; and the more common trees, shrubs, plants, crops, &c., are those which will be most valuable from a local point of view in comparing the characters of a series of seasons.

"Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going to and from the school—and some pupils radiate as far as two miles from the schoolroom. The 'nature-study' under these conditions would thus be mainly undertaken at the most convenient time, without encroaching on school time; while, on the other hand, it will tend to break up the monotony of school travel, fill an idle and wearisome hour with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole school daily passing over a whole school section will let very little escape notice, especially if the first observer of each annually recurring phenomenon receives credit as the first observer of it for the year. The observations will be accurate, as the facts must be demonstrated by the most undoubted evidence, such as the bringing of the specimens to the school when possible or necessary.

"To all observers the following most important, most essential principles of recording are emphasized: Better no date, no record, than a wrong one or a doubtful one. Sports out of season due to very local conditions not common to at least a small field should not be recorded except parenthetically. The date to be recorded for the purposes of compilation with those of other localities should be the first of the many of its kind following immediately after it. For instance, a butterfly emerging from its chrysalis in a sheltered cranny by a southern window in January would not be an indication of the general climate, but of the peculiarly heated nook in which the chrysalis was sheltered; nor would a flower in a semi-artificial, warm shelter, give the date required. When these sports out of season occur, they might also be recorded, but within a parenthesis to indicate the peculiarity of some of the conditions affecting their early appearance.

"These schedules should be sent to the Inspector with the annual school returns in July, containing the observations made during the whole school year, and back as far as the preceding July (if possible) when the schedule of the previous year was necessarily sent in.

"A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for such records.

"Remember to fill in carefully and distinctly the date, locality, and other blanks at the head of the schedule on the next page; for, if either the date, or the locality, or the name of the responsible compiler is omitted, the whole paper is worthless, and cannot be bound up for preservation in the volume of the Phenological Observations.

"By the aid of the table given in the form, the date, such as the 24th of May, for instance, can be readily and accurately converted into the annual date, 'the 144th day of the year,' by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus: 24 + 120 = 144. The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged for phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in recording the dates.

"*Phenological Observations, Canada.* (1906 *Schedule.*)

"For the year ending July, 190 .

"Province : . County : . District : . Locality or school section : .
No. .

"The estimated length and breadth of the locality within which the following observations were made : x miles. Estimated distance from the sea-coast : miles. Estimated altitude above the sea-level : ft.

"Slope or general exposure of the region : .

"General character of the soil and surface : .

"Proportion of forest, and its character .

"Does the region include lowlands or intervales ? ; and, if so, name the main river or stream : . Or is it all substantially highlands ? .

"Any other peculiarity tending to affect vegetation ? .

The most central post-office of the locality or region : .

Name and address of the teacher or other compiler of the observations responsible for their accuracy:

....

....

Day of year corresponding to the last day of each month:—

Jan., 31.	April, 120.	July, 212.	Oct., 304.
Feb., 59.	May, 151.	Aug., 243.	Nov., 334.
March, 90.	June, 181.	Sept., 273.	Dec., 365.

For leap-years increase each number except that for January by 1.

	When first seen.	When becoming common.
Wild Plants, &c. (*Nomenclature as in 'Spotton' or 'Gray's Manual.'*)		
1. Alder (*Alnus incana*), catkins shedding pollen		
2. Aspen (*Populus tremuloides*), catkins shedding pollen		
3. Mayflower (*Epigæa repens*), flowering		
4. Field horsetail (*Equisetum arvense*), shedding spores		
5. Blood-root (*Sanguinaria Canadensis*), flowering		
6. White violet (*Viola blanda*), flowering		
7. Blue violet (*Viola palmata, cucullata*), flowering		
8. Hepatica (*H. triloba*, &c.), flowering		
9. Red maple (*Acer rubrum*), flower shedding pollen		
10. Strawberry (*Fragaria Virginiana*), flowering		
11. „ „ fruit ripe		
12. Dandelion (*Taraxacum officinale*), flowering		
13. Adder's-tongue lily (*Erythrum Am.*), flowering		
14. Goldthread (*Coptis trifolia*), flowering		
15. Spring beauty (*Claytonia Caroliniana*), flowering		
16. Ground-ivy (*Nepeta glechoma*), flowering		
17. Indian pear (*Amelanchier Canadensis*), flowering		
18. „ „ fruit ripe		
19. Wild red cherry (*Prunus Pennsylvanica*), flowering		
20. „ „ fruit ripe		
21. Blueberry (*Vaccinium Can.* and *Penn.*), flowering		
22. „ „ fruit ripe		
23. Tall buttercup (*Ranunculus acris*), flowering		
24. Creeping buttercup (*R. repens*), flowering		
25. Painted trillium (*T. erythrocarpum*), flowering		
26. Rhodora (*Rhododendron rhodora*), flowering		
27. Pigeon-berry (*Cornus Canadensis*), florets opening		
28. Pigeon-berry (*Cornus Canadensis*), fruit ripe		
29. Starflower (*Trientalis Americana*), flowering		
30. Clintonia (*Clintonia borealis*), flowering		
31. Marsh calla (*Calla palustris*), flowering		
32. Lady's slipper (*Cypripedium acaule*), flowering		
33. Blue-eyed grass (*Sisyrinchium ang.*), flowering		
34. Twinflower (*Linnæa borealis*), flowering		
35. Pale laurel (*Kalmia glauca*), flowering		
36. Lambkill (*Kalmia angustifolia*), flowering		
37. English hawthorn (*Cratægus oxyacantha*), flowering		
38. Scarlet-fruited thorn (*Cratægus coccinea*), flowering		
39. Blue flag (*Iris versicolor*), flowering		
40. Ox-eye daisy (*Chrysanthemum leucanthemum*), flowering		
41. Yellow pond-lily (*Nuphar advena*), flowering		
42. Raspberry (*Rubus strigosus*), flowering		
43. „ „ fruit ripe		
44. Yellow-rattle (*Rhinanthus Crista-galli*), flowering		
45. High blackberry (*Rubus villosus*), flowering		
46. „ „ fruit ripe		
47. Pitcher-plant (*Sarracenia purpurea*), flowering		
48. Healall (*Brunella vulgaris*), flowering		
49. Common wild rose (*Rosa lucida*), flowering		
50. Fall dandelion (*Leontodon autumnale*), flowering		
51. Butter-and-eggs (*Linaria vulgaris*), flowering		
52. Expanding leaves in spring made trees appear green—(*a*) first tree, (*b*) leafing trees generally		
Cultivated Plants, &c.		
53. Red currant (*Ribes rubrum*), flowering		
54. „ „ fruit ripe		
55. Black currant (*Ribes nigrum*), flowering		
56. „ „ fruit ripe		
57. Cherry (*Prunus cerasus*), flowering		
58 „ „ fruit ripe		

—	When first seen.	When becoming common.
Cultivated Plants, &c.—continued.		
59. Plum (*Prunus domestica*), flowering		
60. Apple (*Pyrus malus*), flowering		
61. Lilac (*Syringa vulgaris*), flowering		
62. White clover (*Trifolium repens*), flowering		
63. Red clover (*Trifolium pratense*), flowering		
64. Timothy (*Phleum pratense*), flowering		
65. Potato (*Solanum tuberosum*), flowering		
Farming Operations, &c.		
66. Ploughing begun		
67. Sowing begun		
68. Planting of potatoes begun		
69. Shearing of sheep		
70. Hay-cutting		
71. Grain-cutting		
72. Potato-digging		
Meteorological Phenomena.		
73. Opening of (*a*) rivers, (*b*) lakes without currents		
74. Last snow (*a*) to whiten ground, (*b*) to fly in air		
75. Last spring frost (*a*) "hard," (*b*) "hoar"		
76. Water in streams, rivers, &c. (*a*) highest, (*b*) lowest		
77. First autumn frosts (*a*) "hoar," (*b*) "hard"		
78. First snow (*a*) to fly in air, (*b*) to whiten ground		
79. Closing of (*a*) lakes without currents, (*b*) rivers		
80. Number of thunderstorms (with dates of each):—		

Jan., . Feb., . Mar., . April, . May, .
June, . July, . Aug., . Sept., . Oct., . Nov., .
Dec., .

Day of year corresponding to the last day of each month:—

Jan., 31.	April, 120.	July, 212.	Oct., 304.
Feb., 59.	May, 151.	Aug., 243.	Nov., 334.
March, 90.	June, 181.	Sept., 273.	Dec., 365.

For leap-years increase each number except that for January by 1.

	Going North or coming in Spring.	Going South or leaving in Fall.
Migration of Birds, &c.		
81. Wild duck migrating		
82. Wild geese migrating		
83. Song-sparrow (*Melospiza fasciata*)		
84. American robin (*Turdus migratorius*)		
85. Slate-coloured snowbird (*Junco hiemalis*)		
86. Spotted sandpiper (*Actitis macularia*)		
87. Meadow-lark (*Sturnella magna*)		
88. Kingfisher (*Ceryle alcyon*)		
89. Yellow-crowned warbler (*Dendrœca coronata*)		
90. Summer yellowbird (*Dendrœca aestiva*)		
91. White-throated sparrow (*Zonotrichia alba*)		
92. Hummingbird (*Trochilus colubris*)		
93. Kingbird (*Tyrannus Carolinensis*)		
94. Bobolink (*Dolychonyx oryzivorus*)		
95. American goldfinch (*Spinus tristis*)		
96. American redstart (*Setophaga ruticilla*)		
97. Cedar waxwing (*Ampelis cedrorum*)		
98. Nighthawk (*Chordeiles Virginianus*)		
99. Piping of frogs		
100. Appearance of snakes		
Other Observations and Remarks.		

B. TECHNICAL INSTRUCTION.

Details of the work of the various technical and art schools and classes for the year 1907 will be found in the reports of the controlling authorities or the managers, as the case may be, attached to this report. The number of recognised classes for instruction in various branches of pure and applied science and art, technology and commercial instruction, and in subjects of general education, together with the average attendance thereat, are given in Table A, on pages 3–6.

The number of buildings already erected or in process of erection for the purposes of technical instruction is about forty. Additions to existing buildings have also been provided for where circumstances appeared to warrant them. During the year grants have been made to controlling authorities for the erection of buildings or for additions to existing buildings at Stratford, Feilding, Marton, Dannevirke, Nelson, Christchurch, Temuka, and Oamaru. The proposed Technical College at Auckland, to which reference was made in last year's report, has not yet been commenced, although funds are available for the purpose. It is to be hoped the preliminary arrangements will soon be sufficiently advanced to enable the Education Board in its capacity as controlling authority to provide a much-needed permanent home for its classes, which are at present conducted in several more or less unsuitable temporary buildings. In one or two cases it would appear that the provision made by controlling authorities in the way of buildings for technical instruction has been somewhat in excess of actual present requirements, as gauged by the number and size of the classes actually in operation at the places concerned. We have no doubt, however, that the present year (1908) will show a decided improvement in a state of affairs that cannot fail to have a prejudicial effect on the progress of technical instruction. As we have previously pointed out, where facilities for instruction have been provided out of the public funds, it behoves not only those to whose interest it is to advance their own education, but also local bodies, employers of labour, and others, to see to it that full advantage is taken of the opportunities that have been afforded. We are glad to say, however, that, generally speaking, there is no lack of evidence of sustained and increasing interest on the part of controlling authorities and managers of classes, local bodies and associations, and others, and of earnest effort on the part of those directly responsible for the conduct of classes in the various districts. Given these important and indeed vital factors, there should be little cause for anxiety as to the progress of technical education in New Zealand. A technical school in any district is largely dependent for its full success on the sympathy of employers. If they and their employees support and make use of the institution the school is likely to perform its true function. If they stand aloof the tendency is for the school to degenerate into a mere aggregation of unrelated classes. Controlling authorities and managers have been enabled by means of Government grants and otherwise to continue to add to and improve the equipment and apparatus for classes, with the result that the efficiency of classes in many of the more important subjects has been materially increased. Another important factor that should not be overlooked is a gradual but decided improvement in the quality and range of the instruction, due to a large extent to the fact that the teaching staff as a whole has, during the last few years, been considerably strengthened by the addition of a number of highly qualified instructors from other parts of the world and from the large centres of the Dominion. An earnest and in some instances a fairly successful attempt has been made, especially in the smaller centres, to more thoroughly adapt the subjects taught to the industrial needs of the district. In a young country, comparatively sparsely populated and with limited means of communication, how best to provide for local needs may be regarded as one of the most difficult problems controlling authorities have to face in the organization of a systematic and workable scheme of technical instruction. One phase of this problem is the difficulty of providing suitable instructors for special subjects. This to some extent has been overcome by the employment of itinerant instructors, and if controlling authorities in adjacent districts, having fairly good facilities for intercommunication, were able to see their way to co-operate in this matter this system could be extended, to the advantage of all concerned. Signs are not wanting of the growth of a healthy public opinion in favour of special courses of instruction being provided to meet the requirements of particular trades and industries. We constantly hear of controlling authorities being asked to establish certain classes by those who promise to support the classes if they are established. Workers, as well as employers, are realising that knowledge perfected by systematic study and training must be infused into the experience gained by centuries of practice, unless we are content to compete at very unequal odds with the thoroughly trained workers of other nations.

The number of approved classes continues to increase. In all, 1,392 classes were held during the year at 101 places, showing increases of 219 and 21 respectively. The number of persons receiving free technical education was 1,874, an increase of 216. Of these, 146 held senior free places, as against 14 during 1907. Particulars as to the subjects of instruction taken by free-place holders are given in Table D, on page 12. A glance at the table shows that, as in previous years, courses in commercial instruction find most favour with the majority of free pupils. We are glad, however, to notice that in certain districts there has been a decided increase in the number of free pupils taking up other courses, and, further, that there has been a drop of about 10 per cent. in the number taking commercial courses only. Day technical classes, held regularly for about twenty-five hours a week, as in secondary schools, have been carried on during the year in Auckland, Wellington, and Christchurch. These classes are composed almost entirely of boys and girls just fresh from the primary schools. The pupils receive free education, the qualification being, generally, the certificate of proficiency. Most of them, boys and girls alike, take up commercial courses; a few girls take up domestic courses. Most of the subjects of instruction included in these courses either are or may properly be included in the curriculum of a secondary school. When the age of, and the stage of education of these pupils are also taken into account, it seems open to question whether it would not be in the best interest of junior free pupils destined for commercial or domestic pursuits, for such pupils to hold their free places at a secondary school, taking thereat suitable courses of instruction in preparation for more advanced definite courses in commercial instruction or domestic science at technical schools, which those who were qualified would attend as holders of senior free places.

Reviewing the work of the technical schools as a whole, we have to report that the art classes, except in a few isolated instances, continue to do sound, systematic work. The increased attention given to the various branches of applied art or art crafts, the emphasis laid on the fact that design is something more than an ingenious exercise on paper, and the insistence on the attendance of pupils learning an art craft at classes directly related to the craft, all go to show that the relation between the work done and the problem of production in the ordinary manufactories of to-day is beginning to receive attention at the hands of those responsible for the conduct of art classes; and, further, show that we are beginning to realise, as in the older countries, that art schools exist not merely to give instruction in drawing, painting, and abstract design, without relation to any craft or profession except that of the artist, but also to give a thorough and all-round training in art generally, and at the same time provide for the training of students in a specific art. Professor Lethaby, of the Royal College of Art, London, in a lecture to students of the Birmingham School of Art, says, "So far as I have observed the modern schools of art and their students, it has seemed to me that the greatest hindrance to success is lack of *definiteness*, the vague idea that art in general is a profession. . . . Art schools as I knew them in the past were adapted most for teaching the profession of *scholarship-gaining*. Even now, unless the student on entering an art school is already attached to some craft, and looks to the school for collateral instruction, or unless he has made up his mind for a special branch of art and specialises in that, little is to be expected but the expenditure of a few amusing years and his possible emergence as an art master." And, further, speaking of the work of schools of art generally, the professor says, "Nothing was known by the student of the grooves in which manufactures ran; no choice of employment was set before him; and the only categories he knew were those of the code: all his drawings were 'antique,' 'life,' 'advanced design,' or 'advanced shading from the cast.' In opposition to this false system of classification I would substitute a classification based on the practice of every-day craft life. Even elementary drawing I would have taught from such things as fine examples of lettering, heraldic design, and flowers, birds, and beasts, so that the student's intellect might be stimulated and his heart reached while his hand was drawing. At present copies are often dry abstractions, entirely wasteful and intellect-destroying. Then I would have it that every student entering a school of art should state what he or she intends to be, and should be put on studies germane to this purpose; the whole scheme should be such that the students should gravitate naturally into definite callings." It is gratifying to note that in some of our art classes an attempt is being made to stimulate the student's intellect and interest by a course of work on lines approximating to the course of study suggested by Professor Lethaby. For obvious reasons it is impossible in a young country to provide courses of instruction in our art schools, having a direct relation to all the crafts and industries of the district; but we note with pleasure that an attempt is being made to lift art-teaching out of the ancient and unnatural grooves into which it has fallen, and bring it into closer and more vital relationship with life. In two of our art schools an art course for holders of free places has been provided, and about sixty young persons have availed themselves of it. The course of instruction at both schools is so arranged that, while no encouragement is given to specialisation in any given direction, it is hoped that with the opportunities provided for the practical application of drawing, modelling, and design in a variety of art crafts, the students will eventually from one or other of these select a life calling. Excellent practical results have so far been achieved.

The courses of instruction and the attendance at classes for architecture and building construction and drawing may be said to be satisfactory. There is a tendency, however, in some of the classes to divorce the theory from its useful application, and to select examples for study from books rather than from models. Of course, this is largely due to the fact that at the smaller centres a suitable equipment of models is not available. This, however, will be remedied in time. We venture to express the opinion that if a few typical models were selected for study each year, and students sketched them, and then made drawings to scale of parts of buildings in which the principle illustrated in the model was used, it would afford a better training for the students than a large number of exercises in copying from models and flat copies. The excellent work in both the elementary and advanced classes at Auckland, Wanganui, Wellington, and Christchurch appears to call for special mention.

It is to be hoped that by some combined effort on the part of employers, Trades and Labour Councils, and the education authorities throughout the Dominion some scheme may be devised whereby the attendance at a course of technical instruction of a very much larger percentage of the youths engaged in the building and kindred trades may be insured.

It is satisfactory to note the increase in the number of young lads holding free places who are attending courses in woodwork, in which instruction in building construction and drawing is included.

We regret we are again unable to report much progress in the matter of the establishment of technical classes in two important branches of our staple industries—namely, agriculture and dairying. A good deal of attention, however, has been given in the majority of the education districts to the instruction of public-school teachers in nature-study, with an agricultural trend, and there is every reason to expect that these courses of instruction will bear an ample harvest by the quickening, through the primary-school classes, of a desire in the minds of our young people in rural districts for more advanced instruction. Classes in agriculture and dairying were established in the Wanganui District, and the attendance of young farmers and those engaged in butter-factories may be regarded as satisfactory. We note that agricultural and pastoral associations are doing a good deal to encourage the work in the primary schools, and we think if similar encouragement were offered to adult classes a stimulus might be given to the work. It is a matter for regret that through a misunderstanding the attendance of butter-factory managers at the winter school, organized for their special benefit by the Auckland Education Board, was so small. The course of instruction, both from theoretical and experimental standpoints, was an excellent one.

Speaking generally, the number of students in attendance and the work done at the classes for carpentry, joinery, cabinetmaking, and carriage-building may be regarded as satisfactory. There are, however, certain matters connected with the classes in the smaller centres to which it is desirable to refer: (1.) The marked absence from these classes of those who are engaged in the trades; the students are mostly drawn from the ranks of amateurs. No objection can be advanced to a course of instruction of amateur carpenters and cabinetmakers forming part of the work of a technical school—on the contrary, such a course has its distinct advantages; but the class is technical in name only unless instruction in principles forms part of the course. Of these principles drawing may be regarded as fundamental, and no practical work at the bench, however simple, should be undertaken by a student unless he has first made a drawing of it in, at least, plan and elevation. In addition to this, the ordinary workshop practice of setting out details full size on suitable setting-out boards could with advantage be adopted. (2.) Circumstances seem to call for a closer co-ordination between the classes in carpentry and joinery and those in building-construction. In the solitary class for carriage-building the principles of the subject and the drawing connected therewith are taken on one evening, and the practical work on another. At the latter parts only of a vehicle are made, in order to illustrate the principles of construction, and to give students an opportunity of obtaining an insight into work (some of it very difficult) which in the ordinary course of their daily work would seldom come under their notice. Surely there is as close a relationship between building-construction and carpentry and joinery as between the theory of carriage-building and carriage-construction, and it is suggested that a similar mode of procedure might be adopted in the carpentry and joinery classes. Similarly, students taking building-construction should also have some instruction in practical work, and part of the practical exercises in the advanced course might be the construction of a series of models to scale of architectural details. The construction of such models would afford an opportunity for the exercise of the highest manipulative skill, and when the models were completed they would be of considerable value for elementary students. Surely the time has arrived when we should not be compelled to import models for elementary work. As the work in the advanced classes reaches a high standard it should not be a difficult matter to arrange for a supply of models to be constructed at the main centres for the smaller schools in the district.

It may be said that the courses of instruction in commercial work are fairly complete, and from the standpoint of attendances of pupils the commercial classes may be regarded as most successful. Reference to Table A shows that the total average attendance at classes for commercial subjects has again been considerably greater than at any of the other groups of subjects specified therein. For many reasons, this condition of things does not appear to be in the best interests of a country such as ours. Our national resources are only just beginning to be exploited, and in the near future the demand for an increasing number of skilled workers must arise; if, therefore, those who at the present moment should be undergoing a training which will equip them to eventually take their place among the workers are acquiring an equipment which will enable them to become distributors only, the consequences to the nation from a purely economic standpoint cannot be other than disastrous. In endeavouring to discover adequate reasons why so many students choose commercial rather than industrial courses at our technical schools, the question presents itself, have the facilities provided by controlling authorities for commercial instruction created a demand for it, or has a popular demand made it necessary that the courses of instruction should be provided? In other words, has the supply created the demand, or has the demand created the supply? There is no doubt that to provide instruction in book-keeping, shorthand, typewriting, commercial history, and commercial geography, and kindred subjects presents few organizing difficulties to controlling authorities. The establishment of commercial classes does not call for a large expenditure of either mental energy or money, while suitable instructors are more easily obtained than in the case of most other subjects.

A large proportion of the pupils in attendance at classes for commercial subjects are young girls, who are either already in offices or looking forward to employment in an office as a means of livelihood. For economic reasons most of these young girls are called upon at a comparatively early age to contribute to the household expenses of the family, and, as there is an increasing demand for female clerks, the possibilities of employment after passing through a two-years course of systematic instruction are fairly certain. The avenues to what is regarded in some quarters as polite employment present few obstacles, and the ranks of the workers in what used to be regarded as "woman's sphere" are steadily becoming depleted.

That it is part of the function of a technical school to provide systematic instruction in subjects related to commercial pursuits cannot be questioned, since both the business man and the distributor have an equal right with all other workers to facilities for acquiring a knowledge of the principles governing the conduct of a business; at the same time, it does seem that, whatever the reason may be, the number of students taking commercial subjects is unduly large when compared with the number taking other subjects of technical instruction.

There is no very marked increase in the number of attendances at classes in cookery. This is probably due to the increased facilities provided for the instruction of pupils in this subject at both the primary and secondary schools, rendering the attendance of young persons at technical classes in this subject unnecessary. Any further extension of this work will probably lie in the direction of the training of professional cooks.

The large number of pupils attending classes for instruction in dressmaking shows that the demand for instruction in this subject is very general, and, although in a few isolated instances attempts have been made to make the classes truly technical, and to abolish the use of charts, much remains to be accomplished in this direction.

The classes for tailoring appear to command only a small number of students. A thoroughly systematic course of instruction and a good teacher should, we think, deserve more support at the hands of journeymen tailors and apprentices than appears to be at present the case.

Some attention has been given to home nursing in one district. There appear to be ample reasons for the extension of this work, especially where experienced trained nurses as instructors can be obtained.

In most of the classes in millinery the course of work suggested by the City and Guilds of London Institute has been adopted with excellent results.

Reviewing the work of the classes in mechanical and electrical engineering as a whole, we are pleased to note that increased attention is being given to the principles underlying these important branches of industry. The remarks referring to closer co-ordination of theoretical and practical work in the carpentry and joinery classes and classes for building-construction apply with equal force to classes for practical fitting and turning, and machine construction and drawing; there is, however, another matter in connection with the engineering classes that appears to call for attention—viz., the necessity for correlating the instruction in mathematics, including elementary geometry, with the instruction in drawing. The young engineer must learn mathematics not as an end in itself, but as a tool that is to be useful to him, and if mathematics is to be a useful tool, he must learn by using it. It would therefore appear to be an absolute necessity that the teacher of mathematics in an engineering class should himself be an engineer, or, in other words, the engineer who teaches the drawing should also teach the necessary mathematics connected with the drawing. If the students in attendance at the mechanical drawing classes simply draw from flat copies, there will be little need for the use of practical mathematics: but if after the preliminary lessons in the use of drawing-instruments have been given the course of instruction is arranged so that a knowledge of how the shape and proportions of the parts of machines drawn are arrived at (and this appears to be the natural and, therefore, the best way of teaching machine construction and drawing), then mathematics is a necessity. The difficulty of inducing students to attend a separate class in mathematics would be overcome if part of the time devoted to the instruction in drawing each evening was devoted to instruction in mathematics. This would mean less drawing, but we venture to express the conviction that it would mean more mental training for the students, and, more than this, it would make the drawing lessons of very much more practical value to them. As regards workshop practice, increased facilities in the way of machine tools and equipment generally are being provided as occasion demands and circumstances warrant. The equipment of engineering workshops is a costly matter, and calls for the greatest thought and care in adapting the equipment to the real as distinguished from the ideal needs of the course of instruction. We consider that for elementary, practical, mechanical, and electrical engineering a few substantial and accurate machines with simple accessories are all that is required for, say, a two-years course. Advanced work will require additional machinery, but the acquisition of this may with advantage be distributed over a period of years. Evidence is not wanting that a thoroughly educative course in elementary ironwork can be provided without an extensive and costly array of machine tools.

The attendance of pupils and the work at classes for instruction in theoretical and practical plumbing are such as to make these classes among the best in our technical schools. The action of local authorities and master and journeymen plumbers in requiring a workman to have a certificate before he can undertake certain branches of plumbing has rendered attendance at a course of instruction at a technical school a necessity to him, with the result that the majority of the classes are well attended, and, in most cases, excellent work is done. The hope is expressed that the time is not far distant when either similar or other forces will make it compulsory for all mechanics in all branches of industry to attend courses of instruction in the theory and practice of their trade.

The Art and Science Examinations of the Board of Education and the Technological Examinations of the City and Guilds of London Institute were conducted as usual by the Department. The results, which are given on pages 14 and 15, may be summarised as follows: Of 582 candidates who sat for the South Kensington Examinations, 370 passed; the number of students' works sent Home for examination in connection with art certificates was 13, of which number 4 were accepted by the examiners. The number of candidates who sat for the Institute's examination was 263, of which number 179 passed. At the Institute's examinations for teachers in cookery and woodwork, 21 teachers passed in cookery and 5 in woodwork. The examinations were held at twenty centres.

M. H. Browne,
E. C. Isaac,
Inspectors of Technical Instruction.

The Inspector-General of Schools, Wellington.

No. 4.

MANUAL AND TECHNICAL INSTRUCTION IN THE SEVERAL EDUCATION DISTRICTS.

AUCKLAND.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

The report of the Director shows that no less a number than 1,150 students were in attendance at the Auckland Technical College during the year. A day-school for boys and girls has been established, with an attendance of 170. The three manual-training schools at Auckland, and those at Thames and Whangarei, have provided instruction in cookery and woodwork for the boys and girls of the upper standards of the primary schools. Instruction in brush drawing or other handwork has been given in 231 schools. Systematic instruction in agriculture and nature-study has been given in ninety schools, and classes for the instruction of teachers have been held in various centres. The new Technical College, when erected, will provide ample accommodation for the classes which are now suffering from the disadvantage of inadequate accommodation.

Technical and Continuation Classes have been established at the larger centres of population, and classes for the technical training of teachers have been held at Auckland, Thames, and Whangarei.

EXTRACT FROM THE REPORT OF THE CHIEF INSPECTOR OF SCHOOLS.

In the upper classes of the larger schools suitable lessons of an illustrative and experimental character are given in elementary science; elsewhere nature-study and elementary agriculture are taken up. In the two latter, accurate notes of observations and of experiments and of practical work must be considered indispensable, and illustrative drawings and sketches should be made. As far as possible these should be the original work of the pupils. It is a good plan to place the notes on the right-hand page, and the sketches, with needful explanations, on the opposite page. Mr. Grierson remarks that nature-study is not sufficiently practical. "I have little hope of improvement in this matter with the present generation of teachers, who have little idea how to study nature themselves." Mr. Garrard finds nature-study "well taught," and remarks that "teachers are sparing no effort to make the teaching instructive and interesting." Mr. Purdie, while noting considerable improvement in nature-study, considers that school gardening is not proving successful, and Mr. Stewart takes much the same view. "The aim of the school garden," the latter says, "is misunderstood. In a number of cases a small school garden is attached to the school, and, valuable as it is in cultivating a love of flowers, it does not do the work a school garden should. The school garden should be the laboratory in which by experiments the children verify and supplement the knowledge of plant-life given in the schoolroom. The results there obtained will be by far the most valuable part of the instruction. In most of the smaller country schools the garden is either conspicuous by its absence, or else it is in a neglected condition. 'The School Garden,' by J. E. Hennesey (Blackie and Son; 1s.) is an excellent little manual that would be of great assistance to teachers taking up this subject. In every case drawing should be correlated with nature-study. The greatest mistake made by the majority of teachers is attempting to cover too much ground. In endeavouring to overtake the work planned they abandon the observational method, which gives the subject its real value."

Certain kindergarten exercises form a prominent feature in the training of the younger pupils. Paper-folding is very commonly taught, and the manipulation is very satisfactory, but it is seldom sufficiently correlated with drawing, which should be its invariable complement, and it is turned to little account for giving practice in oral expression.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION.

Handwork in the Primary Schools.—It is generally conceded that the backbone of the educational system of New Zealand is the primary school, and the backbone of the primary school is certainly the teacher. In the Auckland District in 1907 there were 484 primary schools (including half-time schools) under the control of the Board, and engaged in these schools were 947 teachers. It is universally recognised that to arouse interest one must promote activity: that "to do is to know." That the way to learn is to learn by doing was not discovered by Froebel is true, but he it was who most clearly insisted on the accuracy of this principle. This doctrine has been undoubtedly responsible for the growth of laboratory methods of teaching, which, commencing in the kindergarten and the technical schools, have invaded even the most conservative colleges, and are sweeping up through the primary and down through the secondary, even into the grammar schools. If, in teaching a child, one can make him actually do something himself—can guide him to create something really his own—then one has found a means surer than any other of arousing dormant and holding vagrant faculties, has opened a clear path to whatever capabilities a child may have, has established at least one point of contact between the trained individuality of the teacher and the as yet nebulous individuality of the growing child. In the old-fashioned curricula what opportunity for this important business of creativeness was offered? As a rule, but one avenue was presented—the avenue of literary creation, admittedly the most difficult of all arts. Nevertheless, the old educationalists, feeling dimly the necessity for creativeness in education, set their pupils to the work of creating, and as a result we had in schools those worse than useless "compositions" on faith, hope, or charity, and in colleges that abomination of educational desolation, the writing of Latin verse.

With manual training, however—using the term in its broadest sense, so as to include even the occupations in the kindergarten school—the child is not compelled to lie to you and to himself by pretending to a literary power he cannot possess. One simply employs the natural instinct of the child to use its hands; one merely seizes upon that passion of most children to make something; one but leads into regulated channels the brimming enthusiasm of healthy youth, for the bending and shaping of inanimate things. The first step towards this real education is, of course, to secure smaller classes in the schools, and over those smaller classes to place in every instance teachers who know how to teach. The second step is to introduce into our school programmes, from the very first to the very last year of school, as much manual training as possible. For manual training, of whatever type, cannot be done by battalions; it must be performed by individuals. Handwork cannot be slurred over in chorus; it must really be done, each piece and process, under the teacher's eye.

Brush drawing, paper-folding, &c.: When the Newton, Newmarket, and Ponsonby Manual Training Schools were established in Auckland four and a half years ago, to provide training in woodwork and cookery for the boys and girls respectively who were in the upper standards of the primary schools, it was recognised that, in order to obtain the greatest efficiency from these schools, a systematic course of handwork, beginning with the commencement of the school life of the pupil, should be introduced. Steps were therefore taken to engage an expert from England, whose duty it would be to train the teachers in drawing and handwork, so that they could teach these subjects in their schools. As a result, four years ago, Mr. Harry Wallace, who was engaged in a similar position under the Burslem School Board, was appointed, and a year and a half later, on account of the rapid growth of the work, an additional appointment for the same purpose was made in the person of Mr. Francis C. J. Cockburn, of the Halifax Higher-grade School, England. The teachers of the Board have availed themselves very largely of these special classes provided for them, and during the past four years over seven hundred have been in attendance, and the result of the training they have received is shown in the high quality of the work now being done in their schools, which reflects the highest credit upon Messrs. Wallace and Cockburn and the teachers alike.

In a large number of the schools handwork, embracing such subjects as stick-laying, cane-weaving, paper cutting and folding, cardboard modelling, free-arm drawing, plasticine (clay) modelling, brush drawing, &c., are taught, from the lowest classes upwards. On account of its great value in co-ordination with nature-study and elementary agriculture, brush drawing has been taken up more than any other. In connection with this work it is necessary to issue a word of warning to teachers. Children taking up brush drawing, as a rule, are keenly interested in the work from the start, no doubt largely due to the fact that the normal child loves colours, and there is no necessity, under the impression that the interest would be increased, for them to commence their brush drawing from nature. Before nature-work is attempted the child should have some control over the brush, and be able to draw the simpler typical brush forms, and to use these to build up simple designs. As facility is obtained, nature-drawing can gradually be introduced, and, whilst interest has all the time been maintained, the quality of the nature-drawing will tend to become much less of the "impressionism" type, and far truer to nature. The number of schools in which brush drawing, &c., was taught in the Auckland District in 1907 was 231, the number of pupils receiving instruction being 21,487, an increase of 36 schools and 4,058 pupils over those of the previous year.

Needlework: The importance of this subject for girls, from the utilitarian as well as from the educational point of view, cannot be overestimated, especially in a country such as New Zealand, where the obtaining of domestic help is becoming increasingly difficult. Many teachers have never had an opportunity of receiving any systematic instruction in needlework, and I hope, when the new Technical College is erected, to be able to provide such training. Last year sixty-six sole-charge schools, having no female teachers, availed themselves of the financial assistance given under the Regulations for Manual and Technical Instruction and appointed sewing-mistresses. The number of children who received instruction in needlework was 946.

Swimming and life-saving: In this country, where waterways play so important a part, it is absolutely essential that every boy and girl should learn not only how to swim, but should also be able to render assistance in cases of drowning, and it is to be regretted that only two schools in the district took the subject up. The regulations of the Department demand only twenty half-hour lessons during the year, and for this course of instruction a payment of 2s. 6d. per annum is made for each unit of average attendance. As the Board has now decided that 75 per cent. of the capitation earned by such classes shall go to the teacher of the classes, it is hoped that a larger number of pupils will receive instruction, especially as there are so many rivers and creeks in the province, apart altogether from the facilities of the sea-shore, where such instruction could be given.

Other subjects: Three classes in elementary chemistry, one in physical measurements, and one in elementary physiology were recognised under the Manual and Technical Instruction Regulations during the past year.

Agricultural Education.—When I submitted to the Board in May, 1904, a scheme of agricultural education for Auckland, I pointed out the fact that New Zealand had to compete for the sale of its agricultural produce in the markets of the world, and that it was essential for our very existence that we should leave no stone unturned to make the education of those engaged in our chief industry—agriculture—as efficient as possible. The following extract from a letter written in May last by President Roosevelt to the President of the National Society for the Promotion of Industrial Education of the United States, a society, I may say, of which I am a member, is, I think, worth quoting:—

"As a people, there is nothing in which we take a juster pride than our educational system. It is our boast that every boy or girl has a chance to get a school training; and we feel it is a prime national duty to furnish this training free, because only thereby can we secure the proper type of citizenship in the average American. Our public schools and our colleges have done their work well, and there is no class of our citizens deserving of heartier praise than the men and women who teach in them.

"Nevertheless, for at least a generation we have been waking to the knowledge that there must be additional education beyond that provided in the public school as it is managed to-day. Our school system has hitherto been well-nigh wholly lacking on the side of industrial training—of the training which fits a man for the shop and the farm. This is a most serious lack, for no one can look at the peoples of mankind as they stand at present without realising that industrial training is one of the most potent factors in national development. We of the United States must develop a system under which each individual citizen shall be trained so as to be effective individually as an economic unit, and fit to be organized with his fellows so that he and they can work in efficient fashion together. This question is vital to our future progress, and public attention should be focussed upon it. Surely it is eminently in accord with the principles of our democratic life that we should furnish the highest average industrial training for the ordinary skilled workman. But it is a curious thing that in industrial training we have tended to devote our energies to producing high-grade men at the top rather than in the ranks. Our engineering schools, for instance, compare favourably with the best in Europe, whereas we have done almost nothing to equip the private soldiers of the industrial army—the mechanic, the metal-worker, the carpenter. Indeed, too often our schools train away from the shop and the forge; and this fact, together with the abandonment of the old apprentice system, has resulted in such an absence of facilities for providing trained journeymen that in many of our trades most of the recruits among the workmen are foreigners. Surely this means that there must be some systematic method provided for training young men in the trades, and that this must be co-ordinated with the public-school system. No industrial school can turn out a finished journeyman; but it can furnish the material out of which a finished journeyman can be made, just as an engineering school furnishes the training which enables its graduates speedily to become engineers. We hear a great deal of the need of protecting our workmen from competition with pauper labour. I have very little fear of the competition of pauper labour. The nations with pauper labour are not the formidable industrial competitors of this country. What the American working-man has to fear is the competition of the highly-skilled working-man of the countries of greatest industrial efficiency. By the tariff and by our immigration laws we can always protect ourselves against the competition of pauper labour here at home; but when we contend for the markets of the world we can get no protection, and we shall then find that our most formidable competitors are the nations in which there is the most highly developed business ability, the most highly developed industrial skill; and these are the qualities which we must ourselves develop. We have been fond as a nation of speaking of the dignity of labour, meaning thereby manual labour. Personally I don't think that we begin to understand what a high place manual labour should take; and it never can take this high place unless it offers scope for the best type of man. We have tended to regard education as a matter of the head only, and the result is that a great many of our people, themselves the sons of men who worked with their hands, seem to think that they rise in the world if they get into a position where they do no hard manual work whatever—where their hands will grow soft and their working-clothes will be kept clean. Such a conception is both false and mischievous. There are, of course, kinds of labour where the work must be purely mental, and there are other kinds of labour where, under existing conditions, very little demand indeed is made upon the mind, though I am glad to say that I think the proportion of men engaged in this kind of work is diminishing. But in any healthy community, in any community with the great solid qualities which alone make a really great nation, the bulk of the people should do work which makes demands upon both the body and the mind. Progress cannot permanently consist in the abandonment of physical labour, but in the development of physical labour so that it shall represent more and more the work of the trained mind in the trained body. To provide such training, to encourage in every way the production of the men whom it alone can produce, is to show that as a nation we have a true conception of the dignity and importance of labour. The calling of the skilled tiller of the soil, the calling of the skilled mechanic, should alike be recognised as professions just as emphatically as the callings of lawyer, of doctor, of banker, merchant, or clerk. The printer, the electrical worker, the house-painter, the foundryman, should be trained just as carefully as the stenographer or drug clerk. They should be trained alike in head and in hand. They should get over the idea that to earn $12 a week and call it 'salary' is better than to earn $25 a week and call it 'wages.' The young man who has the courage and the ability to refuse to enter the crowded field of the so-called professions, and to take to constructive industry, is almost sure of an ample reward in earnings, in health, in opportunity to marry early, and to establish a home with reasonable freedom from worry. We need the training, the manual dexterity, and industrial intelligence which can be best given in good agricultural, or building, or textile, or watchmaking, or engraving, or mechanical schools. It should be one of our prime objects to put the mechanic, the wage worker who works with his hands, and who ought to work in a constantly larger degree with his head, on a higher plane of efficiency and reward, so as to increase his effectiveness in the economic world, and therefore the dignity, the remuneration, and the power of his position in the social world. To train boys and girls in merely literary accomplishments, to the total exclusion of industrial, manual, and technical training, tends to unfit them for industrial work; and in real life most work is industrial. The problem of furnishing well-trained craftsmen, or, rather, journeymen, fitted in the end to become such, is not simple—few problems are simple in the actual process of their solution—and much care and forethought and practical common-sense will be needed in order to work it out in a fairly satisfactory manner. It should appeal to all our citizens. I am glad that societies have already been formed to promote industrial education, and that their membership includes manufacturers and leaders of labour-unions, educators and publicists, men of all conditions, who are interested in education and in industry. It is such co-operation that offers most hope for a satisfactory solution of the question as to what is the best form of industrial school, as to the means by which it may be articulated with the public-school system, and as to the way to secure for the boys trained therein the opportunity to acquire in the industries the practical skill which alone can make them finished journeymen."

With the sentiments expressed in the above I entirely agree, and it behoves those who are responsible for education in this country to keep constantly in mind the object of education. "To prepare us for complete living is the function which education has to discharge," said Herbert Spencer, and this interpreted in its broadest sense surely means that education should train the individual to be a good citizen, to take his correct position in the community, to render to the State the very best service in his power, and to feel his personal responsibility. It should develop skill in effort, love of labour, keenness of intellect, and joy of appreciation. Here in New Zealand, I am afraid we often lose sight of the fact that the towns are supported by the country. We are not a manufacturing country, nor are we likely to be for very many years to come, even if ever we are. Our climate is such as renders many agricultural pursuits highly successful, and these are undoubtedly the backbone of the country. That being recognised, it is necessary that we should by every legitimate means encourage our people to live in the country. The tendency in most countries to-day appears to be for the people to migrate to the towns, and for our well-being this must be prevented in New Zealand at all costs. We must give our children in the country some of the advantages enjoyed by the children in the towns, and our country education must be such as will train our children for "complete living" in the country, and make them feel the attractiveness of country life by bringing them into the very closest touch with nature—making known to them the message of star, rock, flower, and bird. Our one-room school must become the four-roomed consolidated school, so that a woman trained to teach domestic science and home economics, and a man trained to teach agriculture, may find here a fair salary, which will warrant them in thoroughly preparing for their important task.

With the arrival of the Board's expert in nature-study and agriculture, Mr. V. W. Jackson, B.A., of the Ontario Agricultural College, Guelph, in May, 1906, steps were taken to give teachers of the primary schools a preliminary training in nature-study and elementary agriculture on two days per week for a period of three months, or for a total period of twenty-six whole days. This procedure, which was found to work very satisfactorily, was continued during last year. During the summer vacation, in January and February, a summer school in agriculture was held at Onehunga for a period of twenty-four days for teachers who lived in the backblocks, and who could not conveniently attend any centre except in the holidays. Twenty-four teachers attended, and these were granted an extra fortnight's holiday by the Board. Forty-three teachers attended the classes at Papakura and Pukekohe during the months of March, April, and May, and forty-four at the Paeroa and Te Aroha classes in September, October, and November. A special short course was given to twenty-eight teachers attending the Auckland Training College in August. All these classes made considerable use of the Government experimental farms at Ruakura and Waerenga, which were visited, and where lectures on viticulture, fruit-growing, grafting, and budding, &c., were given by the various experts of the Agricultural Department, and I wish to express my appreciation to the Director of the Experimental Farms and to his colleagues for their courtesy and valuable assistance. During the past two years 239 teachers have attended courses of instruction in agriculture, and of these 168 gained the Board's certificates of competency. One of the results of this has been that the number of schools in which elementary agriculture is taught has largely increased.

During the year 2,061 pupils, at 90 schools, received instruction, as against 1,032 pupils, at 60 schools, during 1906.

In order to assist the teachers in carrying out this important teaching in their schools, a pamphlet, entitled "Some Experiments in Elementary Agriculture for the Auckland Public Schools," was issued in May last. This pamphlet gave a suggestive course spread over a period of two years, working on the basis of one hour per week, and dealt with (*a*) Indoor Experiments with Plants, (*b*) Outdoor Experiments with Plants, (*c*) Experiments with Soils, (*d*) Experiments with Milk. Bulletins and leaflets were issued from time to time during the year, and these, I believe, were found most helpful, and were much appreciated by the teachers. The following is a list of the leaflets, &c., issued: Circular A: The School Garden for March; hints on apparatus supplied to the schools; how to make a mercurial barometer. Circular B: The School Garden for April: movements of sun and stars; altometer; Southern Cross clock. Circular C: The School Grounds for May; suggestions for improvement; winter cover-crops, and study of fruits; lesson on the magnetic compass—deviation and variation. Circular D: The care of fruit-trees during winter; June pruning Lesson, material and notes on "Fruits and Seeds." Card D: Classification of New Zealand fruits. Circular E: Top-dressing experiment (July); lesson on Solar and Civil Times. Card E: Time Chart for correcting Noon-posts, &c. (illustrated). Circular F: The School Garden for Spring—suggestions; an Illustrated Sheet of useful Garden Helps and Tool House. Card F: Plan of School Garden (illustrated). Card G: The Natural Orders of Garden Plants. Leaflet H: Treatment of Insect Pests and Plant-diseases: School Mixtures. Card I: Classification of Insects, Injurious and Beneficial. Card J: How to make a Sun-dial (illustrated). Score Cards for Dairy Cattle, Beef Cattle, Bacon Swine, and Mutton Sheep. Wall Pictures (14 in. by 20 in.) for School-room: (1) Good Types of Dairy and Beef Cattle; (2) Various Breeds of Colonial Sheep; (3) Best Breeds of Swine; (4) Weed-seeds, with descriptive text. Reviews of Nature-study Examinations for Teachers.

In order to encourage both teachers and pupils to beautify the school grounds, and also to stimulate the teaching of nature-study and elementary agriculture in the public schools, the Board has decided to award prizes to schools and to individual pupils, as per scheme given below. In connection with this scheme, I wish to point out to teachers that the sole function of the school garden is not to show how large a crop of any particular kind can be raised on a given area under certain conditions with the aid of certain manures. The school garden should serve at least the following purposes: (1.) As a means of helping to beautify school grounds. (2.) As a means of making the pupils acquainted with plant-life, and of helping them to understand and take an intelligent interest in the properties of soils, the conservation of moisture, insect friends and foes, &c. Above all, it gives the live teacher an opportunity of vitalising the ordinary work of the school by correlating garden work with drawing, composition, arithmetic, and geography. As far as possible, all work should be done, and every operation faithfully recorded, by means of writing, drawing, &c., by the pupils themselves. For the teacher to perform the work and then to dictate to the pupils the notes they are to take is almost worse than useless. Teachers who adopt an intelligent scheme of co-ordination will be astonished at the improvement of their pupils in composition, drawing, arithmetic, &c. Again, it is very little use to grow, say, a large crop of potatoes if in growing them the pupils do not learn something about the way they grow, their roots, stalks, leaves, &c. (3.) It will make the child take a more intelligent and keener interest in the home garden if the training is directed by the teacher, as it should be.

Rewards to schools: For a series of consecutive photographs or drawings, or both, showing the indoor and outdoor work done in nature-study and agriculture during the complete school year. The merits of the scheme of work will be the basis of comparisons, and not the technique of the photographs or the drawings. Intelligible plans of the school garden, &c., will be as valuable as the best photographs of the same. The drawing note-books of three pupils may be submitted as a record of the indoor work, the same to be returned. A brief outline of the year's routine should accompany the illustrations. The best illustrated scheme of work will be reproduced in a standard agricultural periodical, and all drawings should be done in black ink for reproduction. Besides this public recognition, the school submitting the best scheme of work done will receive, and have the option of, an agricultural library, garden-seeds, nursery stock, or similar school aid, to the value of—first prize, £5; second prize, £3; and third prize, £1.

Rewards to individual pupils: In order to encourage individual and independent research amongst the pupils attending public schools in the Auckland District, the following awards will be made: (1.) Open to Standards III and IV: For a series of five drawings showing the development of the apple from the blossom. Drawings to be made by the pupil, with pen or brush and black ink, and twice natural size, for reproduction. Drawings to be sent to the Director of Technical Education, Auckland, before the 20th December, 1908. First prize, 10s.; second prize, 6s.; third prize, 4s. (2.) Open to Standards V and VI: For an original research on the codlin-moth, and an illustrated account of the same in an essay entitled "How I discovered the Habits of the Codlin-moth." To be sent to the instructor in nature-study, Technical College, Auckland, before the 15th February, 1909. First prize, 10s.; second prize, 6s.; third prize, 4s. (3.) Open to Standards III and IV: For brush drawings of six native grasses, the same to be named, with a short, self-observed description in each case. Successful candidates are liable to be asked questions concerning the submitted grasses. Drawings to be made with black ink, for reproduction, and sent to the instructor in nature-study before the 15th February, 1909. First prize, 10s.; second prize, 6s.; third prize, 4s. (4.) Open to Standards V and VI: For brush drawings from nature of six forage-plants, and working the same into some original design. Drawings may be made in colours, and sent to the instructor in nature-study before the 15th February, 1909. First prize, 10s.; second prize, 6s.; third prize, 4s. (5.) Open to Standards III and IV: For an original essay, entitled "Something I found out Myself about Plants." To be sent to the Director before the 15th March, 1909. First prize, 10s.; second prize, 6s.; third prize, 4s. (6.) Open to Standards V and VI: For an original essay, entitled "Something I found out Myself about Plant-foods." To be sent to the Director before the 15th March, 1909. First prize, 10s.; second prize, 6s.; third prize, 4s. In every case the headmaster of the school must certify that the work done is entirely that of the pupil.

Agricultural exhibit at the Winter Agricultural Show: At the Winter Agricultural Show, held at Auckland during May, an exhibit was arranged by Mr. Jackson showing some of the work done and the apparatus used in the public schools for the teaching of agriculture. Leaflets showing the scope of the work were distributed, and the exhibits aroused a considerable amount of interest. On the last day of the show Mr. Jackson delivered a lecture on "Nature-study," which was largely attended by teachers and by the general public.

During June and July last a Winter School for Managers and Assistants engaged in Dairy Factories and Creameries in the Auckland Province was held at the Technical College. The work dealt with included—(1) Composition of milk; (2) principles in milk-testing; (3) bacteria in milk; (4) ripening of cream, and test for ripeness; (5) butter-making process and principles; (6) cheese-making process and principles; (7) the dairy cow; (8) the mechanism of milking-machines; (9) a study of the different cream-separators by visiting the various agencies; (10) refrigerating apparatus and principles, by visiting various freezing-works and ships. This was the first school of the kind held in Auckland, and, unfortunately, only six dairymen attended; but these were so enthusiastic over the value of the instruction which they received that a similar school held this winter is sure to be largely attended.

Pupils who have passed a primary school in the Dominion, and have been successful in obtaining Standard VI certificates of proficiency, have the choice of free secondary education at a district high school, high school, or technical school. On entering our technical schools, before commencing to specialise, students receive a secondary education, which has a strong bias towards the career they eventually intend to adopt. In Auckland, whilst those whose intention it is to enter upon a mercantile or industrial career are well catered for, no special provision has up to the present time been made, beyond that given in the primary school, for the training of those who eventually intend to make their living on the land. It has therefore been decided to establish a technical school at Hamilton having a strong agricultural bias. It is not intended that this school shall be an agricultural college, but rather a stepping-stone from the primary school to the agricultural college.

It is proposed that the institution shall provide training for boys and girls entering the school at about fourteen years of age, such as will have a direct bearing on farm life. The courses of study will include English, chemistry, botany, mechanics, woodwork, metalwork, practical mathematics, agriculture, land surveying and measuring, book-keeping, dairy-work, poultry and bee keeping, gardening, needlework, dressmaking, millinery, cookery, laundry-work, housewifery, hygiene, and physiology, a distinction, of course, being made between the instruction given to boys and to girls. The proposal for the establishment of such a school has been taken up with great enthusiasm by the people of Hamilton, who have subscribed a sum of £220, whilst the Hamilton Borough Council has granted an excellent site of 5 acres close to the town and to the railway-station. Application has been made to the Government for a grant in aid of the erection of the building, and it is hoped that the school may be working by the beginning of next year. Any report dealing with agricultural education in Auckland at the present time would be incomplete without reference to Mr. V. W. Jackson, the Board's instructor, to whom I wish to pay special tribute for the energy, ability, and enthusiasm he has shown in his work.

Cookery and Woodwork.—In July, 1903, manual-training schools were erected at Newmarket, Newton, and Ponsonby respectively, to provide instruction in cookery and woodwork to girls and boys respectively in Standards V and VI of the Auckland city and suburban schools. These proved so successful that similar schools were established in August, 1905, at Whangarei and Thames, the people of the district in each case contributing a substantial sum towards the cost of erection and equipment. At these centres the girls receive instruction not only in plain cookery, selecting and purchasing of foods, &c., but they are also given simple lessons in the chemistry of daily life, elementary hygiene, the physiology of digestion, &c., all the work, as far as possible, being illustrated by experiments, many of which are performed by the pupils themselves. As well as being instructed in the use of common woodwork tools, the growth and characteristics of timbers, the making of joints and models, the boys are taught practical geometry, applying it as far as possible to their exercises and models. There is no doubt that both of these subjects have a very high utilitarian as well as educational value, and I trust that before long every girl and boy in the province will receive instruction in cookery and woodwork respectively. Liberal sums have been subscribed at Hamilton, at Otahuhu, and at Cambridge to provide for manual-training schools at these places. Plans have been submitted to the Education Department, and it is hoped that these schools will be erected during the present year.

The number of pupils in attendance at the five manual-training schools last year was — for cookery, 1,279; and for woodwork, 1,515. Ten pupils also received instruction in woodwork at Bombay Public School, and eleven at Mayfield Public School, making a total of 2,815 girls and boys receiving instruction during the year, or 8½ per cent. of the pupils in attendance at the public schools of the province.

Training of Teachers.—Art and handwork classes: For the fourth year in succession classes in art and handwork for head teachers, assistant teachers, and pupil-teachers were conducted in the evenings and on Saturday mornings at the Auckland Technical College by Mr. Harry Wallace. Many of the teachers have been in attendance at these classes since their inception in 1904, and their enthusiasm for the work is quite remarkable. During the session excellent work, particularly in drawing and painting from nature, was done. At the examinations of the English Board of Education five teachers passed in freehand drawing in outline and seven in model-drawing. Dressmaking, cookery, and woodwork classes for teachers were held at Auckland and at Whangarei. These were very satisfactorily attended, and appeared to be much appreciated. A cookery class was held at Thames for the teachers of the district, and woodwork classes were conducted at Auckland, Whangarei, and Thames. In connection with the woodwork instruction, an attempt is being made to correlate the course, as far as possible, with the ordinary work of the primary school, and the models made by the teachers embrace such objects as sun-dial, sun-stick, balance, &c. Both hygiene and physiology are most important subjects for the teacher, and it is very gratifying to be able to record that these classes, which were inaugurated last year, were largely attended, and the course of instruction given by the Assistant-Director, Mr. G. P. Darnell-Smith, was much appreciated by the teachers. Special classes in cookery, woodwork, art, and handwork, and nature-study and agriculture were arranged for the teachers undergoing a two years' course of training at the Auckland Training College, instruction being given by the staff of the Department of Technical Education and Manual Training.

In January, a summer school was held at the Technical College for a fortnight, to enable teachers from the backblocks to receive a short course of instruction in drawing and brushwork. One hundred and five teachers attended, and their enthusiasm and regularity of attendance resulted in excellent work being done. The Board generously gave an extra week's holiday to those who attended. That these summer schools do much good and are greatly appreciated is shown by the readiness with which the teachers give up a portion of their holidays to attend, by the enthusiasm shown at the classes, and by the grateful recognition given to the instructors: and I trust that the Board will in the future do all in its power to encourage teachers to attend these schools, both by its sympathy and by granting concessions to them, such as extension of holiday.

Continuation and Technical Classes in Country Centres.—Continuation and Technical Classes were conducted during the past year at Thames, Whangarei, Hikurangi, and Dargaville by local teachers, whilst itinerant instructors also visited certain centres to teach dressmaking and millinery respectively. Unfortunately, last winter was one of the wettest ever known in the Auckland Province, and as many of the students had to travel long distances, in some cases over roads which were little better than mud tracks, the attendance at the country classes very much suffered.

Thames: Classes, as in the previous years, were conducted at the Manual Training School and at the Kauaeranga Public School, Mr. W. H. P. Marsden acting as Local Superintendent, and discharging his duties in that capacity most successfully. The subjects taught included English, Latin, commercial arithmetic, commercial correspondence, commercial geography, shorthand, typewriting, book-keeping, cookery, dressmaking, millinery, trade drawing, machine construction and drawing, carpentry and joinery, practical mathematics, physical measurements, and singing. The number of individual students in attendance was eighty-one, and the number of class entries was 310. At the examinations held in November and December 138 papers were worked, and ninety successes were obtained. At the end of the session (November) a very successful exhibition of the work done by the students in the dressmaking, millinery, cookery, carpentry and joinery, and other classes was held.

Whangarei: Under the local superintendence of Mr. David Grant, who discharged his duties in a most satisfactory manner, classes in English, French, book-keeping, commercial arithmetic, shorthand, dressmaking, drawing, painting, building-construction and drawing, carpentry and joinery, and trade drawing were held. These were attended by sixty-eight individuals, the number of class entries being 140. Forty-four students entered for the Technical Examinations, held at the end of the session, and twenty-nine passed.

Hikurangi: Classes were held at Hikurangi in English, commercial arithmetic, commercial correspondence, book-keeping, dressmaking, and mining engineering. Twenty-seven students enrolled, and there were fifty-two class entries. These classes suffered more than any others from the inclemency of the weather.

Dargaville: Only two classes were held in Dargaville last year—viz., dressmaking and typewriting. Eleven students attended the former class, and twenty-two the latter.

Dressmaking and millinery classes: The success which the dressmaking classes, under Miss Bessie Campbell, met with the previous year led to the appointment of Madame Marion Westgarth as itinerant millinery instructor last session. Classes were held at various centres, and in most cases very satisfactory work was done.

Auckland Technical College.

Day and evening classes were held as in the previous year, the number of individual students having increased from 911 to 1,150. The day classes for boys and girls, which were inaugurated in 1906, continued to make steady progress last session, both as regards numbers and quality of work done. The attendance increased from 83 to 133, of which 61 were girls and 72 boys. Of these, 46 were pupils who had attended the previous year. The object of these day classes is to provide boys and girls who have passed the Sixth Standard of a public school, during the first two years of their attendance at the College, with a sound practical education, having a strong bias towards the business of life they are afterwards likely to adopt. At the end of two years the pupils should be well fitted to either enter practical life as apprentices, articled pupils, clerks, &c., and continue their studies at the evening classes of the Technical College; or take up a specialised technical course in the College day classes. The courses of instruction last year were—(1) Science and technological; (2) preliminary commercial; (3) special commercial.

The Science and Technological Course is open to boys only, and it is intended specially for those who propose to take up a trade or profession. The curriculum embraces English Composition and literature, practical mathematics, handwriting and commercial correspondence, practical geometry, mechanical drawing, theory and practice of chemistry, theory and practice of physics, manual training (woodwork), manual training (metal-work), health talks, and military drill and marksmanship. In this course particular attention is given to practical science and workshop practice, and it is gratifying to note that employers who have taken pupils as apprentices after they have been with us two years have spoken in high terms of the training the boys have received at the College. The Preliminary Commercial Course, which is open to boys and girls, is intended for those who have definitely decided to enter commercial life as clerks. The subjects taught include English composition and literature, practical mathematics, handwriting and commercial correspondence, commercial geography, drawing and design, business methods and office routine, elementary science, book-keeping, shorthand, typewriting and military drill (for boys), physical culture (for girls). The majority of pupils taking up this course leave at the end of two years, and these readily find employment at salaries varying from £1 to £1 10s. per week. The Special Commercial Course is intended for students of either sex, who are at least sixteen years of age, and who, having received a secondary education, wish to qualify themselves for positions as typists, shorthand-writers, book-keepers, secretaries, &c. This course embraces English composition and literature, commercial arithmetic, book-keeping, shorthand, typewriting, handwriting, commercial correspondence, and business methods and office routine. In connection with these day classes I desire to record the fact that the staff and myself have received very hearty and sympathetic co-operation from the parents of the pupils, and that the pupils themselves have shown great earnestness in their studies. The work has been carried on in temporary and unsuitable premises, and has in consequence been much handicapped therefrom; but I feel sure that with the opening of the new College these day classes will be one of the most important features of technical education in this district, and that they will prove of the utmost value to the community.

During the past year a special class in woodwork for the boys of the Jubilee Institute for the Blind was inaugurated at the College. The class, at which thirteen boys attended, was in charge of Mr. A. D. Trendall, and excellent progress was made, some of the work turned out by the pupils being of exceptional merit.

The evening classes, as in previous sessions, were carried on in temporary premises, no less than six buildings in different parts of the city being utilised for the purpose. Most of these were quite unsuitable, and the disadvantage of having the different departments so scattered was very considerable. However, after five years' waiting, there is every possibility that a portion, at least, of the new College will be ready for occupation during next year. Speaking generally, the quality of the work of the evening classes was slightly in advance of that done in any previous session. The attendance, however, on account of the wet weather for three months during the winter, and also because of the great amount of sickness during that period, was not as regular as usual. A much larger number of papers were worked at the College examinations than in 1906, and the percentage of successes was higher.

Students of both day and evening classes entered for the Examinations of the City and Guilds of London Institute, and of the English Board of Education, London, in June and July last. Considerable success was achieved, particularly in plumbing; carpentry and joinery; freehand, model, and geometrical drawing; machine construction and drawing; and building construction and drawing. It is interesting to note that of all the London Polytechnics and Technical Institutes in one only—the London County Council School of Building, Clapham—was a larger number of successes in plumbing obtained. At Clapham two more passes were obtained than in Auckland, but the number of plumbers in attendance there was more than three times as many.

Continuation Classes were held to enable those pupils who had left the primary school without passing the Sixth Standard to attend and improve their general education before entering the technical classes of the College. When it was decided, at the beginning of 1905, not to admit students to the College who had not passed the Sixth Standard (except those over twenty-one years of age), it was necessary to make provision for these students, so as not to prevent them from eventually attending if they had made good their educational deficiency in the meantime. Accordingly, continuation classes were started, and for the past three years they have filled a decided want. Last year forty-five students of various ages received instruction from Mr. James Vuglar; some excellent work was done, and at the end of the year twenty-six passed the Sixth Standard examination, conducted by Inspector Goodwin, twenty obtaining certificates of proficiency (which grant them free instruction in the technical classes), and six receiving certificates of competency.

It will be thus seen that it is possible in Auckland, even for boys and girls of defective education, to attend evening classes which will eventually qualify them for five years' free tuition at technical classes.

In connection with the Home Industries Section of the International Exhibition, held at Christchurch at the end of 1906 and beginning of 1907, special classes of exhibits for technical-school students were arranged. Exhibits were sent from various classes of the Auckland Technical College and from the manual-training schools, and it is satisfactory to be able to record that the work was highly spoken of by the public and by the Press. The plumbing exhibit in particular, which gained four gold, five silver, and one bronze medal, as well as first order of merit with special mention, was considered by experts in the Dominion and from "Home" to be one of the finest ever got together. By special request of the Christchurch Technical College, this exhibit was donated to the College, to be placed in its museum as an incentive for the Christchurch students.

GEORGE GEORGE, F.I.C., F.C.S., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at the Auckland Technical College.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	8,008	4	4	Salaries of instructors	2,804	16	10
Capitation on special classes	2,326	15	5	Office expenses (including salaries, stationery, &c.)	370	14	4
Capitation on account of free places ..	843	10	0	Advertising and printing	128	7	5
Rent	226	0	0	Lighting and heating	114	2	5
Material	159	12	11	Insurance and repairs	16	1	5
Subsidies on voluntary contributions ..	10,392	7	0	Rent	210	4	4
Fees	542	6	11	Material for class use	827	2	6
Voluntary contributions..	45	16	0	J. B. McLeod Prize Fund	2	14	0
Sales of apparatus	13	0	1	Postage	65	18	5
Rents from sites	18	7	6	Legal expenses..	6	7	0
Sales of material	107	8	4	Architect, &c.	463	16	1
Interest on fixed deposits	271	14	0	Furniture, fittings, and apparatus ..	1,057	14	0
				Balance at end of year	17,387	3	9
	£22,955	2	6		£22,955	2	6

VINCENT RICE, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Technical and Continuation Classes in Country Districts.

Centre.	Receipts.									Expenditure.									
		Grants from Government.					Other Receipts.				Administration.								
	Balance at Beginning of Year.	Capitation on Special Classes.	Capitation on Free Places.	Furniture, Fittings, and Apparatus.	Material.	Rent.	Fees.	Sales of Material.	Totals.	Balance at Beginning of Year.	Salaries of Instructors.	Advertising and Printing, Lighting and Heating.	Rent.	Material.	Incidental Expenses.	Travelling-expenses.	Furniture, Fittings, and Apparatus.	Balance at End of Year.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei	216 2 2	178 13 3	51 8 9	3 2 0	5 18 6	..	55 14 0	5 13 7	516 12 3	..	265 5 1	35 19 8	..	..	10 11 9	..	20 0 0	184 15 9	516 12 3
Waikato ..	44 1 7	42 3 3	..	..	..	55 4 0	120 2 0	0 3 8	261 14 6	..	175 11 0	7 19 11	21 15 0	..	7 15 9	6 0 4	..	42 12 6	261 14 6
Turua ..	17 9 5	8 18 9	..	..	..	..	..	..	26 8 2	..	24 0 0	..	..	..	..	..	..	2 8 2	26 8 2
Te Kopuru	2 5 3	8 7 3	..	..	..	..	..	..	10 12 6	..	..	..	..	0 8 8	..	..	..	10 3 10	10 12 6
Thames ..	186 11 2	251 18 1	163 15 9	1 10 0	6 16 5	..	..	..	610 11 5	..	356 5 11	31 15 5	..	..	19 10 9	..	31 0 0	171 19 4	610 11 5
Onehunga..	26 10 6	28 1 0	..	..	..	..	..	..	54 11 6	..	..	..	..	5 2 0	..	..	..	49 9 6	54 11 6
Kamo ..	3 10 9	12 6 0	10 19 0	..	..	..	..	..	26 15 9	..	20 4 5	..	..	..	..	..	..	6 11 4	26 15 9
Hikurangi..	..	53 17 8	9 10 3	..	..	..	15 19 6	..	79 7 5	7 4 9	25 18 0	1 6 3	1 2 0	..	..	..	..	43 16 5	79 7 5
Dargaville..	46 2 5	14 16 7	3 1 3	..	..	4 2 0	10 17 6	..	78 19 9	..	44 8 0	4 11 6	..	4 10 0	2 10 5	..	..	22 19 10	78 19 9
Totals ..	542 13 3	599 1 10	238 15 0	4 12 0	12 14 11	59 6 0	202 13 0	5 17 3	1,665 13 3	7 4 9	911 12 5	81 12 9	22 17 0	10 0 8	40 8 8	6 0 4	51 0 0	534 16 8	1,665 13 3

VINCENT RICE,
Secretary.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE "ELAM" SCHOOL OF ART.

The attendance of students during the year has been more evenly distributed among the various classes than in any previous year, and this has naturally been an advantage to the staff of the school, and has enabled them to cope more satisfactorily with the work than was possible in some previous years, when some classes were almost too large and some very poorly attended. This year all classes have been well attended, and the attendance has been maintained up to the end of the year. An extraordinarily wet winter and the illness consequent thereon had the effect of reducing the attendance during that part of the year which is generally the best attended, but with this exception the attendance has been regular and the average good. 31,611 attendances were registered during the year. A great deal of excellent work has been done, and on two occasions the school made a very creditable display of its productions. At the International Exhibition at Christchurch, although the exhibit was only a small one, gold, silver, and bronze medals, and certificates were awarded to several students of the school, and the annual report of the Inspectors of Technical Education to the Minister contained the following: "The specimens of the work of art students exhibited at the Christchurch Exhibition provided a very interesting and instructive display. We would mention in particular the work of students of the 'Elam' School of Art, the Wellington Technical School, and the Canterbury College School of Art." The other display, also necessarily a small one, was at the Arts and Crafts Exhibition of the Auckland Society of Arts, and received a good deal of attention from both public and Press. I shall be very glad when the school is able to hold an annual exhibition of its work in its own rooms, as there is not sufficient opportunity of letting the public know what is being done. There are about 350 students on the roll of the school at the present time, many of these coming long distances from the country to attend the classes. The classes in modelling and wood-carving have been well attended, and excellent work has been done. These classes are becoming more popular every year, and I anticipate a considerable increase in the number of students in the coming year. Referring to these classes, the report of the Inspector of Technical Education on the school contains the following: "Specially good work is also done in carving and modelling."

E. W. PAYTON, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted at Auckland by the Managers of the "Elam" School of Art.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	68	1	6	Salaries of instructors	747	11	8
Capitation on associated classes	401	13	0	Office expenses (including salaries, stationery, &c.)	55	18	8
Rent	30	0	0	Advertising and printing	17	17	6
Furniture, fittings, apparatus	20	19	9	Lighting and heating	20	2	7
Subsidies on voluntary contributions ..	200	0	0	Insurance and repairs	2	1	8
Fees	38	3	0	Material for class use	5	3	1
From the trustees for the "Elam" School of Art	250	19	11	Life models	8	15	0
				Sundries	4	6	10
				Furniture, fittings, and apparatus ..	38	18	8
				Balance at end of year	109	1	6
	£1,009	17	2		£1,009	17	2

SAM. JACKSON, Chairman }
E. W. PAYTON, Secretary } of Managers.

TARANAKI.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

The Education Department provided funds for the erection of a Technical School on St. Michael's Square. The building is one of the finest of its kind in the Dominion, being well equipped for present needs, and in most respects up to date. A plumbing-room has now been added to the building, and affords every convenience for the teaching of this subject. The woodwork-room at Stratford was fitted up for a cookery-room, and it was found necessary to approach the Department for a grant for a new woodwork-room. On the application being granted, a large room for the teaching of this subject was erected at the back of the main building. Elementary handwork was taken at thirty-eight schools, and sewing under the Manual Regulations at ten. In addition to the above, manual work, as defined by clauses 22–27 of the Regulations for Manual and Technical Instruction, was recognised in sixty-two cases, the subjects embracing woodwork, cookery, botany, dairying, advanced needlework, elementary agriculture, swimming and life-saving, elementary measurements, chemistry, and elementary physiology. Considerable progress has been made in technical education, especially agriculture.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Handwork.—It is now universally recognised that, in our primary schools, we should aim at equipping the pupil not only in literary acquirements, but in such subjects as are likely to be of use to him after leaving school. He should be given the power to readily acquire any mechanical occupation he may take up as his work in the future. We therefore think it most important that some form of handwork should be introduced into every school. We would go a step further, and express the opinion that regulations should be drawn up making attendance at technical schools compulsory, within certain limits, after the pupil has left school. In twenty-two of our schools, agriculture was recognised by the Department, and Mr. Morison, the Board's agricultural expert, reports that the work progresses favourably, and much useful work is being done. In a farming district, such as Taranaki, teachers might well consider the advisability of taking up agriculture, dairying, or some other kindred subject. At the beginning of this year instructors in woodwork and cookery were appointed, and classes were established at New Plymouth and Stratford. These were made centres for the neighbouring schools. As an evidence of how this privilege was appreciated, it is sufficient to remark that almost every school that could possibly come in took advantage of it, and close on seven hundred pupils attended these classes.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

Technical and Continuation Classes were held at New Plymouth, Stratford, and Inglewood. The number enrolled was in some cases somewhat disappointing, but the students were regular in attendance, and the results of the examinations held at the end of the year gave evidence that highly satisfactory work had been done by the majority of the students. The various members of the staff have been punctual and regular in attendance, diligent in the discharge of their duties, and ever ready to assist in making the classes a success. The subjects of instruction included plumbing, carpentry and joinery, wood-carving, cookery, dressmaking, and various branches of art and commercial instruction. Saturday Classes for teachers were held during the year at New Plymouth, Stratford, and Opunake, but, although a large number of teachers entered for the several classes, the regularity of attendance fell far short of what might have been reasonably expected. The subjects of instruction included drawing, agriculture, woodwork, cookery, and elementary physical measurements.

Reports on the Agricultural and Dairying Classes are appended.

W. A. BALLANTYNE, Director.

Extract from the Report of the Board's Agricultural Instructor.

The work in connection with elementary agriculture is progressing favourably at most of the schools where the subject is being taught. Since making my first visit some eighteen months ago, much useful work has been done, and both teachers and pupils appear to be greatly interested in the work. Much delay was caused owing to the exceptionally wet weather experienced during the early spring. I am pleased to note that the instructions previously given have been generally well carried out. I refer particularly to the preparation of the soil, the laying-out of the grounds, the keeping of correct records, such as the kind, weight, and cost of manure, seeds sowed, when and how sowed, crops sold or valued at end of season, and profit on season's work. In this connection it may be stated that many teachers, besides requiring the children to keep full records, took advantage of the opportunity afforded for giving lessons in practical book-keeping for farmers. During the season many useful experiments were carried out, notably at Rahotu and Stratford (see special reports).

This year every school taking up agriculture is experimenting with various manures, and the results will be carefully recorded for future reference.

At Mahoe the work has been hindered partly owing to the teacher being away through illness, but mainly for the want of a suitable plot of ground. This, I understand, can be got from a settler close at hand. I would suggest that arrangements be made soon with a view to preparing for next year.

I would recommend a suitable plot being set aside for the work at Tikorangi. There is plenty of ground in the present site, but it is not well adapted for a school garden as regards either shape or position. With an expenditure of a few pounds in transplanting some trees and shrubs from their present very disorderly position, a very suitable plot could be made.

At West End I met a fine class of boys (twenty-nine), but the only place to give my lesson was in a private garden across the street. This is not satisfactory, as the boys do not feel at liberty to go and work in their gardens, when otherwise they might do so. I would strongly advise getting a small section somewhere close to the school.

At Urenui a very suitable plot can be got at the back corner of the grounds. This will not in any way interfere with the playground.

At present a long strip is taken right along the whole frontage at Bell Block, but a much more convenient site could be got by fencing in a small square which could afterwards be divided into suitable plots.

With a view to stimulating interest in agriculture and horticulture, the Stratford Horticultural and General Produce Society has taken up the matter most heartily, and is offering at its show to be held next March some twenty-five prizes, and in addition a beautifully worked banner for the school highest in the competition.

In conclusion, I desire to thank the various vendors for the gratuitous supply of both seeds and manures.

R. McK. MORISON.

Extract from the Report on Stratford Agricultural and Dairying Classes.

At Stratford the important subjects of agriculture and dairying were carefully dealt with; the practical and theoretical sides of each subject, and the bearing of the one on the other, were closely attended to. Experiments were made and carefully watched and noted. The subjects were treated in such a way as to be of the greatest value to the children, both educationally and practically. In dairying the course of the work taken was as nearly complete as it is possible to take the subject in a school class. In agriculture a demonstration plot was used in which peas, beans, cabbages, and most of the ordinary kinds of vegetables were grown. Children's individual plots were attempted, but the only ground available was the site of an old dairy factory. This proved barren and useless, and the plots were therefore abandoned. A good deal of interest was taken in the farmers' plots, where, on ground of very poor quality indeed, experiments in growing turnips, mangolds, and carrots were carried out. The treatment as recommended by Mr. Aston, Chemist to the Agricultural Department, was generally adopted. The experiments in practical agriculture were carried out under the supervision of Mr. R. McK. Morison, the Board's instructor in agriculture, and the chemistry lectures were given by Mr. J. Hunter, M.A., first assistant master in the school.

Practical Work.—In growing turnips experiments were made with superphosphates, superphosphates and basic slag, bonedust and superphosphates, bonedust, superphosphates and kainit, and special turnip-manure. The section on which no manure was used raised a crop of 4 tons 12 cwt. per acre, and the manured grounds showed a remarkable increase at little cost. One and a half hundredweight of superphoshates per acre increased the crop to 25 tons 13 cwt. at a cost of 8s. 3d. per acre for fertiliser, or an approximate cost of 4s. 7d. per ton to produce; 1½ cwt. each of superphosphates and basic slag, 25 tons 6 cwt., at 15s. per acre or 8s. 7d. per ton; ¾ cwt. bonedust and 2 cwt. superphosphates, 37 tons 9 cwt., at 16s. 3d. per acre or 5s. 8d. per ton; ¾ cwt. bonedust, 2 cwt. superphosphates and ½ cwt. kainit, 38 tons 5 cwt., at 18s. 9d. an acre or 6s. 7d. per ton; special turnip-manure (3 cwt.), 27 tons 5 cwt., at £1 2s. 6d. per acre or 12s. 6d. per ton. The results of the experiments should give a clear idea of the comparative values of the manures used.

The crop of mangolds was planted late in the season and in very dry weather. The seed germinated well. but many of the plantlets faded, though single specimens of the vegetable matured splendidly. The crop as a whole was for comparative purposes a failure. Similar manures were used in connection with the carrots, the yield being increased from 9 tons 17 cwt. 2 qr. 23 lb. with no manure to 15 tons 14 cwt. 1 qr. 15 lb. by manuring with superphosphates, bonedust, and potash. The most satisfactory results, however, were obtained with superphosphates and bonedust, the crop weighing 14 tons 11 cwt. 2 qr. 22 lb., the cost of production per ton being 2s. 8d., a little more than half that with the experiment with the three manures mentioned.

Theoretical.—The course of chemistry, fully illustrated with experiments, was opened by studying the preparation, properties, and uses of hydrogen, oxygen, nitrogen, carbonic-acid gas, chlorine, hydrochloric acid, ammonia, nitric acid. Then, after considering the functions of oxygen, carbonic acid, and nitrogen in the atmosphere, and the action of plants in appropriating carbon and liberating oxygen, artificial manures were studied; the elements contained in each, the percentage of solubility in water and then in acid were considered. Manures were classified into (1) phosphatic, (2) potassic, (3) nitrogenous, and (4) calcareous. One lesson was devoted to lime and its uses. Analyses were made in class of Lawe's superphosphates, James and Co.'s bonedust, Westfield's prepared guano, Westfield's turnip-manure. Samples of kainit and muriate of potash were also analysed, and lessons were given on the proper mixing of manures and the proper mixtures to apply to different crops and soils.

Dairying.—This subject was taken by Mr. A. R. Gatland, B.A., assistant master in the secondary department of the school. Lessons were given on the composition of the milk, water, fat, variation in quality during milking, bacteria, effect of temperature, germination, fermentation, sterilisation, keeping and cooling of milk, physical condition of the cow, importance of good pasture and good water, flavours and odours due to improper feeding. By the courtesy of the Chief Dairy Commissioner, Miss Breen, an expert in buttermaking, visited the school twice during the year and gave instruction in practical buttermaking. She took the children through a course of work, including the testing of the milk. butter-fat, separating or skimming milk, churning and buttermaking. The Board's Inspectors were present at Miss Breen's concluding lesson, and can vouch for the value of the work done.

F. Tyrer, Superintendent.

Extract from the Report on Rahotu School Gardens and Farmers' Plots.

These classes were instituted rather late in the preceding year, consequently sufficient time was not allowed for the proper preparation of the ground. The Agricultural Committee enclosed for the above purposes 1 acre of the horse-paddock adjoining the school playground. The soil was pretty much in its natural condition, consisting of dales and downs covered with ferns and noxious weeds of all descriptions. The ploughing of the ground was excellently performed by one of the members of the Agricultural Committee.

Immediately after the ground had been broken up the demonstration and practice plots were laid off by the pupils under the direction of the demonstrator.

The unevenness of the ground entailed a very considerable amount of hard labour.

1. *Demonstration and Practice Plots.* — When the ground had been properly levelled, the part chosen for the school gardens was divided into thirteen practice plots, each 30 ft. by 10 ft., and three demonstration plots, each 30 ft. by 20 ft. As two demonstration plots were considered quite enough for all practical purposes, the remaining one was handed over as a flower-plot to the care of twelve girls. Each practice plot was tended by two pupils, and, owing to a spirit of emulation and a sense of proprietorship, they took a great interest in their respective plots.

The first seeds were planted on the 17th October, 1906. The nature and conduct of the various experiments will be found epitomised in the attached Table I.

To show the action of plants underground, two demonstration boxes with glass fronts were set in operation in the schoolroom. In these were planted diverse seeds close up against the glass, and the growth and action of the roots could be observed every day. One of the boxes was reserved for monocotyledonous and the other for dicotyledonous plants. Attention was drawn to the seed-leaves, especially in the bean-plant, and the difference between the axils of these and of those of the true leaves educed from the pupils.

Several experiments were tried in inoculating the soil with nitrogen-fixing bacteria. These proved a failure owing to the lateness in planting the seeds (leguminous plants). A failure, however, often implants a more useful lesson than a success.

The meteorological and geographical apparatus for "observation lessons" will be set up during the present season, 1907–8. It is also proposed to procure a couple of Langstroth bee-hives to give the pupils a knowledge of apiculture. It would be useless to procure these until sufficient shelter is provided for the bees.

Before leaving the practice plots it is only right to mention that Messrs. Nimmo and Blair, Dunedin, generously donated a dozen packets of their famous flower-seeds. During the summer and autumn the flower-pot was a mass of bloom, thereby showing that nearly every seed germinated.

The best thanks of the Agricultural Committee are also due to Newton King, Esq., who supplied gratuitously the whole of the manures for the pupils' sections as well as for the farmers' experimental plots.

Farmers' Experimental Plots.—The remaining part of the paddock was divided into nine experimental plots, each half a square chain ($\frac{1}{20}$ acre) in area, being one chain long and half a chain wide.

The ground was disc-harrowed and cleared of fern-roots. The seeds were carefully planted with a Planet Junior drill having a manure-box attached, so that both manure and seeds were committed to the ground at the same time.

A reference to Table 2 will show the nature of the experiments and the results.

The growing of the seeds—Monarch swedes—was begun on the last day of 1906, and finished on the 3rd January, 1907. We were very fortunate in getting an excellent braird owing to rain falling on the 1st, 2nd, and 4th January. This gave the plants a good start, and enabled them to resist the ravages of the black-fly. They continued growing very luxuriantly until about the end of February, when a disastrous blizzard swept over the paddock and materially retarded their growth. The leaves assumed a yellow appearance from the fungi carried by this noxious wind. The cabbage family and leguminous plants assumed the same appearance from the same cause.

A sample of the soil was forwarded to B. C. Aston, Esq., Chief Chemist, Agricultural Department, Wellington, with a request from the ex-director for an exhaustive analysis. Mr. Aston replied that this would be too expensive, and would serve no useful purpose, but that he would make a series of pot experiments. These he has carried out, and the results are published in Bulletin 2.

Now, it may be asked by those interested, "Of what use are all these experiments and expenditure of labour and money?" I should reply that by a careful study of Table 2 a good many things may be learned. On comparing the tabulated results of our plots with those obtained by the Chief Chemist in his pot experiments, it will be found that the application of basic slag and superphospates (*vide* line, Plot 2) will add materially to the yield in the turnip family. Again, taking Newton King's No. 3 bag (Plot 8), by the addition of bonedust and a little kainit a very surprising result is seen—viz., an increase of upwards of 3 cwt. of turnips per acre. Again, compare the cost per acre of the last-mentioned mixture—viz., 15s.—with the others, and we find it is the cheapest, with one exception, of all the applications. Mr. Aston's experiments show that basic slag acts up to its reputation on oats and rape (the latter belongs to the turnip family), but fails—as it also does on Westland silt—with clover (leguminous family), a result which he imagines is caused by the oxidation of the iron in the basic slag interfering with the nitrogen-fixing bacteria of the root-nodules. From our experience, I would suggest that farmers using a combination of superphosphates and basic slag should apply these separately, as when mixed in the manure-box a chemical action takes place which causes them to "cake," thereby entailing extra labour and waste of time in reducing the "cakes" to powder. The results, then, obtained in our paddock exactly coincide with the pot experiments of the Chief Chemist, but they form no criterion of the capabilities of the soil. Had the ground been ploughed before the winter of 1906, and the oxygen of the atmosphere been permitted to permeate the soil thoroughly, the dormant plant-food would have been liberated more freely and made available for the sustenance of the plants. The yield per acre, I am convinced, would have been doubled—aye, even trebled.

A study of the above experiments and results should prove very interesting and instructive to the farmers of Taranaki.

JOHN T. CAMPBELL, Demonstrator.

Table I.—Rahotu School Gardens.—Demonstration and Practice Plots.

Rows No.	Seeds.	Date sown.	Manures.	Date of Germation.	Distance betwe-n Rows.	Weeds removed and soil stirred.	Rain fell.
					In.		
1	Intermediate carrots	17/10/06	Nil	29/10/06	12	2/11/06	17/10/06
2	„	„	Bonedust	29/10/06	12	„	18/10/06
3	„	„	Bonedust and blood ..	29/10/06	12	„	23/10/06
4	Snowball turnips ..	„	„ ..	22/10/06	12	„	25/10/06
5	„ ..	19/10/06	Bonedust	23/10/06	12	„	27/10/06
6	„ ..	„	Nil	23/10/06	12	„	28/10/06
7	Mixed turnip-radishes	„	„	23/10/06	12	„	31/10/06
8	„	„	Bonedust	25/10/06	12	„	4/11/06
9	French Breakfast radishes	„	Bonedust and blood ..	25/10/06	12	„	5/11/06
10	White Cos lettuce ..	„	Bonedust	26/10/06	12	„	..
11	„ ..	„	Bonedust and blood ..	26/10/06	12	„	..
12	Parsnips	„	„ ..	3/11/06	12	..	..
13	„	„	Phosphates	3/11/06	12	..	..
14	Brown Spanish onions	22/10/06	Nil	30/10/06	12	..	..
15	„	„	Bonedust	2/11/06	12	..	..
16	„	„	Bonedust and blood ..	2/11/06	12	..	..
17	„	„	Phosphates	5/11/06	12	..	..
18	Brown Globe onions..	„	Bonedust and blood ..	2/11/06	12	..	..
19	„ ..	„	Phosphates	2/11/06	12	..	..
20	Cress	„	Bonedust and blood ..	26/10/06	12	..	..
21 and 22	Cabbage and cauliflowers*	..	„ ..	..	18	..	..
23 and 24	Brown Spanish onions*	..	Bonedust	..	12	..	..

* Method of transplanting taught.

Condition of soil.—Volcanic ejection; sandy loam; ground newly ploughed; turf not disintegrated, therefore good results not anticipated. In spite of the above disadvantages, by dint of regular working between rows a good tilth was secured, and very satisfactory results were obtained.

Table II.—Rahotu School Gardens: Farmers' Experimental Plots.

Seeds.—Monarch Swedes. Distance between rows, 18 in.; number of rows, 22.

Plots.	Manures.	Weight per Plot.	Weight per Acre.	Estimated Cost per Acre.	Date of Germination		Rain fell.	Produce per Plot.			Produce per Acre.				Experiments.
					Sown.	Germinated.									
		Lb.	Cwt.					Cwt.	qr.	lb.	Tn.	ct.	qr.	lb.	
1	Superphosphate	17	$3\frac{1}{28}$	19/9	31/12/06	4/1/07	1/1/07 2/1/07 4/1/07	12	3	13	12	17	1	8	B. C. Aston's (T2).
2	Basic slag .. Superphosphate	$8\frac{2}{5}$ $8\frac{2}{5}$	$1\frac{1}{2}$ $1\frac{1}{2}$ } 3	7/10 9/9 } 17/7	31/12/06	4/1/07	*	15	0	3	15	0	2	4	B. C. Aston's (T3).
3	Bonedust .. Superphosphate	$4\frac{1}{5}$ $11\frac{1}{5}$	$0\frac{3}{4}$ 2 } $2\frac{3}{4}$	5/3 13/- } 18/3	31/12/06	4/1/07	8/1/07 9/1/07 10/1/07	14	1	21	14	8	3	0	B. C. Aston's (T5).
4	Bonedust .. Superphosphate Potash .. Sulphate ..	$4\frac{1}{5}$ $11\frac{1}{5}$ .. $2\frac{1}{5}$	$0\frac{3}{4}$ 2 $0\frac{1}{2}$ } $3\frac{1}{4}$	5/3 13/- 14/- } 32/3	1/1/07	5/1/07	12/1/07 13/1/07 14/1/07 15/1/17	13	3	0	13	15	0	0	B. C. Aston's (T6).
5	No manure ..	Nil	Nil	Nil	1/1/07	5/1/07	18/1/07	2	3	11	2	16	3	24	Standard.
6	Pure bone .. Superphosphate Guano .. Potash ..	7 $3\frac{1}{2}$ $1\frac{3}{4}$ $1\frac{3}{4}$	$2\frac{1}{2}$	16/3	3/1/07	6/1/07	..	13	2	17	13	13	0	4	Newton King's No. 1 Bag.
7	Pure bone .. Guano .. Superphosphate Thomas phosphate Nitrate of soda Potash ..	7 $1\frac{3}{4}$ $1\frac{3}{4}$ $1\frac{3}{4}$ $0\frac{7}{8}$ $0\frac{7}{8}$	$2\frac{1}{2}$	22/6	3/1/07	6/1/07	..	12	3	13	12	17	1	8	Newton King's No. 2 Bag.
8	Pure bone .. Superphosphate Basic slag .. Kainit ..	$8\frac{3}{4}$ $1\frac{3}{4}$ $1\frac{3}{4}$ $1\frac{3}{4}$	$2\frac{1}{2}$	15/-	3/1/07	6/1/07	..	18	0	19	18	3	1	16	Newton King's No. 3 Bag.
9	Fison's turnip-manures	14	$2\frac{1}{2}$	15/-	3/1/07	6/1/07	..	14	1	21	14	8	3	0	Newton King's No. 5 Bag.

* Very heavy rain fell.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at New Plymouth.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	50	8	9	Balance at beginning of year	21	14	7
Capitation on account of free places	14	11	6	Salaries of instructors	231	19	6
Buildings	1,350	0	0	Office expenses (including salaries, stationery, &c.)	38	4	2
Material	4	8	6	Advertising and printing	16	19	7
Subsidies on voluntary contributions	18	18	6	Lighting and heating	15	14	1
Fees	183	19	0	Rent	9	15	0
Voluntary contributions	73	19	5	Examinations, &c.	0	2	3
Deposit fees	10	5	0	Material for class use	99	2	8
Discounts	3	0	3	Library	1	7	6
Balance at end of year	512	5	7	Refunds and rebates	12	5	0
				Rates	3	0	0
				Contracts (new buildings, additions, &c.)	1,459	3	10
				Architect, &c.	172	8	0
				Furniture, fittings, and apparatus	139	15	9
	£2,221	11	6		£2,221	11	6

R. G. WHETTER, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Stratford.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	37	8	7	Balance at beginning of year	19	12	4
Capitation on account of free places	7	16	6	Salaries of instructors	129	19	9
Buildings	450	5	0	Office expenses (including salaries, stationery, &c.)	26	2	10
Furniture, fittings, and apparatus	23	0	0	Advertising and printing	2	9	10
Subsidies on voluntary contributions	23	16	6	Lighting and heating	5	19	0
Fees	68	1	1	Insurance and repairs	4	16	6
Voluntary contributions	18	17	6	Rent	6	5	0
Balance at end of year	155	1	8	Examinations, &c.	3	12	9
				Material for class use	21	11	7
				Petty cash in hand	0	7	9
				Caretaker	13	10	0
				Returned subsidies and donations	30	0	6
				Rebates	1	2	6
				Library	0	6	6
				Contracts (new buildings, additions, &c.)	417	4	9
				Architect, &[illegible]	52	5	0
				Furniture, [illegible], and apparatus	49	0	3
	£784	6	10		£784	6	10

R. G. WHETTER, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Inglewood.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Fees	45	2	0	Salaries of instructors	37	2	7
Deposit fees	3	16	0	Office expenses (including salaries, stationery, &c.)	0	2	0
Balance at end of year	0	2	10	Advertising and printing	2	7	6
				Lighting and heating	0	13	11
				Insurance and repairs	0	11	3
				Refunds and rebates	2	6	0
				Petty cash in hand	0	17	7
				Furniture, fittings, and apparatus	5	0	0
	£49	0	10		£49	0	10

R. G. WHETTER, for Secretary.

WANGANUI.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Technical Instruction.—For the purposes of technical instruction, the district has been divided into three subdistricts, each under the direction of a Supervisor. The results of the labours of the Supervisors, so far as providing the means of instruction are concerned, should satisfy the most exactingly progressive minds. In the Northern District, under the supervision of Mr. Hintz, one new school—Eltham Technical School—comprising a science-room, a woodwork-room, and a cookery-room, was completed. Another school, that at Patea, comprising a cookery and a woodwork-room, was in course of construction, while, for yet a third, at Manaia, comprising a room for agricultural and dairying science, sufficient money was raised to induce the Department to make a substantial grant towards the building. Through want of a suitable site, and, perhaps, also through want of interest on the part of the public no satisfactory technical rooms are yet available at Hawera. From Mr. Hintz's report, it will be seen that classes were conducted at different centres in the district. In all, the people of the Northern District subscribed £323 14s. 4d. towards the erection of technical buildings. In the Central District, under Mr. Varney's supervisorship, the Marton Technical School, comprising a science-room, a woodwork-room, a cookery-room, and a class-room, was completed, and opened by the Hon. the Minister of Education on the 24th August. At Taihape sufficient money was subscribed locally to justify the Department in making a grant this year of £470 towards the erection of a school, and, at Bull's, the amount raised should produce a liberal response from the Department. An engineering department has been added to the Wanganui School, and Mr. Denis Seaward, A.R.C.A., is being brought from England to take charge of the art department. The total amount subscribed in the Central District towards the erection of technical buildings is £266 10s. 2d. Day technical classes have been started at Wanganui, with what success the Board will be in a position to determine by the end of the year. In the Southern District, which till the close of the year had been under the supervisorship of Mr. Amos, there was a great extension in the technical work. The Feilding Technical School, comprising science, art, woodwork, cookery, plumbing, and class rooms, a handsome structure in brick, will be ready for occupation when the classes start this year. Mr. H. Fossey, whose experience at Home and in the Dominion has been varied and ample, has been appointed to the directorship. Under his direction the school may be expected to prove of immense benefit to the large and prosperous district in which it is situated. During the year the sum of £424 4s. was raised in the Southern District towards the construction of technical buildings.

Training of Teachers.—Saturday classes for the training of teachers were held continuously throughout the year. Science was taken at Palmerston North, Marton, and Wanganui; cookery at Wanganui and Palmerston North; handwork at Wanganui and Hawera; and dairying at Hawera. Certificates of merit were awarded to the students at the end of the courses of lessons, and there can be no doubt but a great deal of excellent work was done. In this connection there should be mentioned a highly successful summer school, conducted by Dr. Marshall, of Otago University, who lectured continuously for a week on the physical geography of the district. A winter school, for the benefit of uncertificated teachers and teachers from remote schools, was held in June, and five teachers, selected by the Inspectors, enjoyed the privilege of a three-weeks attendance at the Training College, Wellington.

School Handwork.—It appears from Mr. Varney's report that interest in this form of school-work continues to grow. Last year (1906) handwork was taken in 121 schools, and in the year to which this report refers it was taken in 153 schools.

School Technical Classes.—During the year there was a great expansion in the volume of work done in the classes that come under this heading. The Board was fortunate in securing the services of Mr. R. Browne, whose classes in dairy-work, twenty-one in number, evoked intense interest among the pupils. Mr. Grant continued his work in connection with school agriculture, and at the end of the year there were gardens attached to 81 schools, as against 46 in 1906. It has been arranged—the only satisfactory arrangement possible in this district—that the schools may take a combination course in agriculture and dairying, and it is to be hoped that the Department will make such a grant for this course as will promote its extension among the schools. Messrs. Clark and Bannister taught woodwork in ten schools, and Misses Mollison and Fergus taught cookery in the same number. As Miss Mollison now takes cookery classes in connection with the Wanganui Girls' College it has been found necessary to appoint Miss F. Grant to assist her. The woodwork classes have also increased, and it will be necessary for Mr. Fossey, the Director of the Feilding Technical School, to take the woodwork there.

EXTRACT FROM THE REPORT OF THE SUPERINTENDENT OF TECHNICAL INSTRUCTION.

In presenting the following reports I may state that an effort is being made so to organize the work of manual and technical instruction that the course will be continuous from the kindergarten to the laboratory, from the first vague co-ordinations of brain with hand and eye to highly specialised experiments in dairy-work and agriculture. It is thus alone that the country will reap the full benefit of the sacrifices it is making in endeavouring to place the teaching of technical subjects on a satisfactory footing. But there are other considerations no less vital. By the end of the present year we shall have no fewer than eight splendidly equipped schools. Will the teachers prove themselves worthy of the facilities provided? There is reason to think that they will, and that, putting private considerations in the background, they will lay on the altar of the State their time, their energy, and their talent. One thing more is wanted, and that is a patriotic response on the part of the young people. Self-improvement means social improvement, social improvement means the betterment of humanity, and it is, accordingly, not too much to expect every young man and every young woman within a reasonable distance of a technical school to give up at least two hours a week to the study of one of many subjects taught. The people of the various districts have given liberally of their means, and the Board, taking no inconsiderable risk, provides the best teaching-power available. It remains for the young people to fill the schools.

The various reports testify to the enormous strides that have been made in the work of technical instruction during the year, and to the zeal and energy of the instructors and supervisors. The Board, the Technical Committees, the contributing public bodies, and the people of the district, may surely reflect with legitimate pride that so much has been done in so brief a period.

G. D. BRAIK, Superintendent.

School Classes.

Mr. Varney reports that progress is still being made in the direction of the training of the hand and eye in our schools. This is evidenced by the fact that during the year there has been an increase of thirty-two schools.

Material is now procured in bulk and stored in the office. Teachers will now receive their supplies during the month of February. The method of distribution effects a great saving, and enables schools, especially the smaller ones, to secure a better and larger supply of material. Wherever possible, supplies are procured direct from the warehouses.

In view of the fact that so many of the schools now take advantage of the Manual and Technical Regulations, the time is opportune for the abolition of both Forms III and V. It should be sufficient on the certificate of the Inspector certifying that the regulations have been observed for the grant to be paid, of, say, 1s. per unit of average attendance.

Mr. Grant reports that during the year he has been engaged three days in the week in school-work, two days in teaching agriculture, biology, and botany, and on Saturdays in conducting classes in practical science for teachers. At the end of 1906 the number of schools where elementary agriculture was taught was forty-six, the number of pupils receiving instruction being 1,233. At the end of this year the number of schools has increased to eighty-one, and the number of pupils to 1,870.

During the year 155 visits were paid to schools. Whilst at the schools the pupils were tested in agriculture and nature-knowledge, or given lessons in these subjects, or demonstrations in school gardens. In addition to this work, nearly six hundred packets of seeds, and almost half a ton of fertilisers were sent out to the schools. Regarding the outdoor operations, much valuable time is lost in doing unnecessary work. When no digging, weeding, hoeing, &c., need to be done, the time set apart for garden-work should be devoted to the observation of the habits of the plants and animals of the garden, or to the careful measurement of the garden-plots, or the whole garden. On the whole the tools are well looked after, but in some cases a little more attention might be devoted to keeping them clean.

Classes for farmers were conducted at Manaia, Bull's, and Marton. The students enrolled numbered forty-two. They attended with very fair regularity. The subject studied in Manaia and Marton was elementary agricultural chemistry; in Bull's, farm practice. The students in the Manaia and Marton classes did a considerable amount of practical work. Several students are conducting field experiments which were suggested during the progress of the lessons. Judging from conversations with a large number of farmers, the subjects best suited for these classes is agricultural chemistry—a course wide enough to enable them to read the literature of farming easily and intelligently.

Classes for teachers were conducted on Saturdays, the first half of the year in Wanganui, the second half in Palmerston North. In Wanganui practical botany was the subject studied; in Palmerston North, practical agricultural chemistry. Each course consisted of twenty lessons. The total number of students enrolled was fifty-seven. An examination was held at the close of each course and twenty-six certificates were gained. The Manawatu and West Coast Agricultural and Pastoral Association, the Feilding Agricultural and Pastoral Association, and the Wanganui Horticultural Society have again done their part in encouraging the study of practical elementary agriculture by offering substantial prizes for various phases of garden-work. Practical biology and botany was taken on Friday afternoons and evenings in the Wanganui Technical School laboratory. The average roll was fifteen. The results of the special experiments carried out at Halcombe last year were published in pamphlet form. The potatoes grown in the course of the experiments were distributed among a number of schools, but, from reports received, they have not grown well. The work this year is being conducted by Mr. J. T. Robson.

Mr. Browne reports that during the year twenty school classes in dairy-work have been taken in nineteen schools. These classes have been held in the Hawera and Feilding districts. In the former the average attendance was 22; in the latter, 21·8. The schools that took the work are Okaiawa, Manaia, Auroa, Kapuni, Kaponga, Mangatoki, Eltham, Matapu, Hawera (2), Sandon, Rongotea, Kairanga, Stoney Creek, Colyton, Bunnythorpe, Lytton Street, Cheltenham, Taonui, and Awahuri. Sickness considerably interfered with the attendance, otherwise the average would have been higher. Besides these classes, one for adults has been conducted at Hawera (average 7·5); Manaia (9·6); Eltham (8·6); and Rongotea (14·4). Classes for teachers only were held at Hawera (5) and Feilding (13). At Hawera an hour per week was given to instructing pupil-teachers in agricultural botany. During next year a number of teachers intend taking up the subject of dairy-work in their schools after a course either in adult classes or in those for teachers. A certain amount of supervision will be required in these cases, so that it will not be possible to take as many continuous classes as in the present year. Now that such an excellent set of apparatus is supplied to each school, expenses in running the classes should be much reduced.

Miss Mollison reports that she held weekly cookery classes at Wanganui and Hawera from February till October. There were eight classes in Wanganui; roll-number, 158; average attendance, 145; three classes in Hawera; roll-number, 60; average, 52. The equipment in both centres is fairly complete, but Fahrenheit thermometers and extra sets of scales are required to make the teaching more efficient. Diagrams of the animals most commonly used for food, showing the different parts, would also be an advantage. A teachers' class was also held for two sessions, with an average attendance of eight. Three of the teachers sat for the City and Guilds Examination, and gained first-class certificates.

Miss Fergus reports that cookery classes were held weekly at the following centres: Palmerston North, Feilding, and Marton. The roll-number was 238, the average attendance 214. In Feilding and Marton the work has been carried on under great disadvantages, owing to the rooms not being at all suitable, but this difficulty will be obviated next year at Marton; possibly also at Feilding. The children have, on the whole, worked well and taken a keen interest in their work. It would be a great advantage to the teachers of cookery if each centre could be supplied with diagrams showing the digestive organs, as digestion plays such an important part in human welfare. In addition to the school classes, a teachers' class has been held on Saturday mornings, at which the average attendance was eleven.

Mr. Clark reports that the chief events of the year, outside the work of his woodwork classes, have been the appointment of Mr. H. Bannister to the charge of the classes at the southern end of the district; the formation of new classes at Feilding, Marton, and Eltham; and the transfer of the Wanganui classes from the old and inconvenient room at the District High School to the newly-equipped room at the Technical School. Owing to the change of instructors about the middle of 1906, the work for the latter part of that year was somewhat disorganized; but matters righted themselves at the beginning of last year, and the classes have been doing good work since. The aim throughout is to make woodwork an integral part of the school-work, and although this end has not perhaps been perfectly attained, it has been approached. An endeavour has been made to carry out the suggestions embodied in Leaflet No. 12, Wanganui Education Board, the only change proposed now being in the amount of formal geometry under the head of drawing. Experience during the year has confirmed the opinion that any drawing that is not directly and intimately connected with the models made is absolutely futile. Throughout the principle of quality before quantity has been kept in view, and when at times it has been found difficult to keep up with the programme it has been varied in consonance with the above principle. During the last half of 1907 a teachers' class was conducted at Hawera, not under the best conditions in all respects, but some three or four of the students did well enough to warrant their sitting for the City and Guilds Examination this year. It will, however, be necessary to arrange for further classes to enable them to comply with the condition that they have attended at least twenty lessons in preparation for the examination. I should like to embody in this report a reference to the general good conduct of the school classes in woodwork. Occasionally an individual pupil has given trouble, but the willing co-operation of the head teachers in such cases has made the control of these classes an easy matter. I am also indebted to the head teachers for the courteous manner in which at all times they have considered my suggestions, and, at times, my convenience, when perhaps to do so may have involved some trouble to themselves.

Mr. Bannister reports that during the year classes in woodwork were conducted in the following centres: Palmerston North, Feilding, and Marton. In Palmerston North there were 7 classes, in Feilding 4, and Marton 2. Of the 13 classes, 4 have maintained the full attendance—viz., 26—whilst the others have averaged 19. The attendance was good on the whole, but sickness has interfered with it to a considerable extent. The work done in woodwork was good throughout the district, considering the disabilities under which we worked at Feilding and Marton. The drawing was very good, although it had to be done on the benches.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE WANGANUI TECHNICAL SCHOOL.

Work has proceeded on much the same lines as previously, many of the students taking advantage of the Junior Free Place Regulations. The majority of these worked admirably, but in a few cases there is still a lack of keen application, of an earnest desire to climb to the topmost place in a profession. Many appear to be quite satisfied to be "hewers of wood and drawers of water" all their days. Would that we as teachers could instil into the minds of all our students enthusiastic appreciation of study which must result in advancement in life. The regulation regarding English and arithmetic must in the near future be amended, so as to allow of these subjects being incorporated in a course of work. Two or three evenings per week is as much as we can expect the ordinary apprentice to attend classes. There are an enthusiastic few in all our departments who have attended four and even five evenings per week, so intent are they upon their work, yet we cannot look for this from all. Very great interest has been displayed by the various trade associations in the artisan classes, and, as a result, the apprentices have shown an increased desire to become more efficient. To still further popularise these classes, the following amounts have been granted towards the provision of scholarships: Master builders, £30; master painters, £17 10s.; master plumbers, £7. I am not yet able to report any assistance by way of scholarships to the best-equipped section of our school, the engineering branch £30 is required for this object. The Education Department has treated us admirably in this section, as in fact in all others, and the least the people of Wanganui can do is to show their appreciation of this treatment by supporting the various classes for which provision has been made. I have no doubt that in years to come the Wanganui Engineering School will write its name large on the engineering records of the Dominion. During the present year accommodation will be available for from fifteen to twenty students in the Day Engineering School, and no effort will be spared to give each pupil a thorough training in subjects, both theoretical and practical, which are connected with the various trades.

Art Department.—Satisfactory work has been accomplished in this section. During the last term Mr. Hutton resigned his position as art master, and Mr. D. Seaward, A.R.C.A., has been appointed his successor. We are hoping much from the new appointment, especially in the introduction of the latest methods of instruction in both drawing and painting.

Engineering Department.—Under Mr. Steele's guidance, a start has been made with this important section of the school's work. Classes have been held each evening in various branches of the work with much success. Great difficulty has been experienced on account of the machinery not coming to hand until the third and fourth terms, but now we have a finely equipped workshop, which is a credit to the town and district. Rough castings are being imported from Home for dynamos and different types of engines, and the students in the advanced classes will be taken through a practical course from the drawing-bench to the finish.

Artisans' Classes.—The plumbing classes have done good work, but unfortunately the attendance of students has neither been as regular nor as punctual as could be desired. In December, Inspector Schauer conducted the local examination: 7 presented themselves for the theory, and 5 for the practical test; 5 being successful in the former, and 3 in the latter examination. The examiner remarked that the work, especially in theory, was first class. Under the able guidance of Mr. James Bruce, the building-construction and practical woodwork classes have done excellent work, and students have shown a lively interest in their exercises. The course of instruction—drawing, sign-writing, design, and graining—provided for painters and decorators has undoubtedly provided some of the best examples of work ever turned out from the school. The boys in this class deserve every credit for the excellent and painstaking results they have achieved.

Commercial Department.—This section, as usual, has been attended most largely, and yet in many ways is the most unsatisfactory. Students will not remain long enough in the classes to gain a thorough knowledge of the subjects they study. They appear to expect to become experts in a few months, where years are required. Of course this does not apply to a not inconsiderable section, who study most assiduously. During 1908 a special class will be formed for coaching for the A.I.A. New Zealand, and for the A.N.Z.A.A.

Domestic Department.—The dressmaking and millinery classes, under the able management of Miss Bohan, have done excellent work. The domestic science and cookery classes have not been so successful numerically as in the previous year, but admirable results have been achieved. The home nursing class did well for two years, and then circumstances arose that made it impossible to continue the class. With the advent of a new term, a strong class should again result in this important branch of home study.

Wood-carving Department.—Mr. W. Andrews, sen., proceeded to England in March last to equip himself more thoroughly for his work among us. During his absence Mr. Andrews, jun., has kept the classes together well, and much good work has been done by the students.

Science and other classes have proceeded, as in former years, very satisfactorily.

General.—Mr. E. C. Isaac, Organizing Inspector for Manual and Technical Instruction, visited the school in April. He was thoroughly satisfied with the work of the school.

The school reference library continues to grow in the number of volumes and in usefulness. The day classes for girls have proved most successful; forty being enrolled during 1907. Great interest is shown by the public and the Press of Wanganui in the school. The various trade associations have established a lead which might with advantage be followed in other centres. It is to be hoped that before long the two years spent in the day classes will be deducted from the number of years of apprenticeship.

Waverley.—The Waverley Committee, with Mr. Banks, worked hard, and had the satisfaction of forming successful classes in book-keeping and commercial arithmetic, dressmaking, and drawing and painting.

Turakina.—At present, dressmaking classes only have been attempted, but the classes were carried out to a successful issue.

Marton.—The Technical School is now an established fact. £60 was raised locally, and a commercial class-room has been added to the three rooms previously authorised. The Hon. G. Fowlds performed the opening ceremony in August. Mr. Wilkes, the energetic local director, is to be congratulated on the success of his first year's work.

Bull's.—Classes in English, commercial arithmetic, book-keeping, dressmaking, and millinery have been conducted in this township. The students and Mr. Gray, the headmaster, have worked hard, and excellent work has been the result. The near future should see the erection of woodwork, cookery, and ordinary class-rooms, nearly £200 having been raised locally.

Hunterville.—Dressmaking and wood-carving classes continue to receive good support.

Taihape.—Dressmaking and wood-carving were the only subjects taught here. A grant of £400 has just been sanctioned towards the cost of a suitable Technical School. This, with £200 locally subscribed, and the Government subsidy thereon, will be sufficient to cover the cost of science, woodwork, and cookery rooms. I anticipate much success from my work in this centre.

A. Varney, Director.

Extract from the Report of the Superintendent of the Southern District.

During the year classes have been conducted in the district at the following places: Feilding, Kimbolton, Colyton, Bunnythorpe, Halcombe, Apiti, Pohangina, Rongotea, and Ashhurst. In all, forty-seven classes, attended by 664 pupils, were held. A feature of the year's work has been the establishment of country classes. These have been a decided success, thanks to the energy and enthusiasm of the school-teachers. The work of the classes in Feilding has been much hampered by the unsuitability of the rooms in which the classes have been held, but, with the opening of the new Technical School next year, good work should be done. The unsuitable accommodation and equipment, and the difficulty in securing suitable instructors, have prevented pupils from sitting for the various technological examinations, but, with the appointment of special instructors for the district next year, this defect should be remedied.

H. Amos.

Extract from the Report of the Superintendent of the Northern District.

The year just ending marks, in this district, the beginning of a scheme of procedure in connection with technical instruction which should in the near future produce such beneficial results as will fully justify the initial expenditure necessary on the part of Government, Education Board, and local authorities. Previously, technical classes of an elementary nature have been successfully carried on, under the control of local headmasters of schools, at Eltham, Hawera, and Mangatoki, but this year an attempt has been made to as far as possible unify the courses of instruction throughout the district—an attempt that, owing to the lack of facilities as regards acccommodation and suitable apparatus, has been but partly successful. Under these circumstances, it was necessary that considerable attention should be given to securing adequate equipment for carrying on practical work, for, with the exception of poorly equipped science and art rooms at Hawera, this was sadly lacking. Very gratifying support has been received in this work, both from local bodies and private individuals, with the result that thoroughly up-to-date centres are now erected at Eltham and Patea, and it is hoped that Hawera and Manaia will be in the same fortunate position before the work for 1908 commences in March next. The following donations have been subscribed or promised: Eltham, £72; Hawera, £200; Patea, £102; Manaia, £80: total, £454. This, with the subsidy it carries, will give over £900 to assist with the Government grants in the erection and equipment of the different centres. Though technical classes have this year been held for the first time in some of the centres of the district, the work throughout has had its scope much confined through lack of accommodation. Nevertheless, under rather trying conditions, technical instruction in the application of scientific knowledge to the dairying industry, with special reference to testing and analysis of milk, has been carried on at Manaia, Eltham, and Hawera, and, with the fully equipped laboratories which will next year be provided at these places, this branch of technical training will receive the attention which, in a district of this kind, it so merits. The establishment of classes in practical and theoretical work for plumbers at Hawera and Eltham has resulted in several students presenting themselves for the examination recently conducted by the Department of Public Health. The results of this examination are not yet to hand. At Manaia a very successful class in agriculture was conducted by Mr. Grant. The other classes throughout the district—dressmaking, millinery, drawing and painting, commercial work, photography, commercial law, electricity, English, Latin, and mathematics—have been on the whole well supported, and have done satisfactory work.

The great difficulty in small centres, and one which can only be overcome by the adoption of a complete staff of travelling instructors, such as the Board proposes to appoint, is the impossibility of obtaining locally persons who possess both the knowledge and the necessary teaching capabilities to handle many of the subjects for which there is a desire. My report would be incomplete without making a special reference to the enthusiastic interest taken in technical education by the residents of Eltham and surrounding district. All classes of the community are keenly alive to the advantages of modern technical instruction, and there is no doubt that all facilities offered by the Board will be taken advantage of to the full. Eltham, in fact, might also be a better administrative centre for the district than Hawera, for it certainly promises to be the better educational centre. Throughout the year the teaching staff have worked enthusiastically under what have often been trying conditions. The life of a travelling instructor in this district in winter-time is scarcely to be envied. Great assistance in the advancement of technical education has been readily given by teachers throughout the district, and particular mention should be made of the painstaking efforts of Messrs. Thomas and Law, of Eltham and Manaia respectively, both of whom have been of great service to the Board in assisting with the conduct of classes in their towns.

A. Hintz.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Apiti, Ashhurst, Bull's, Bunnythorpe, Colyton, Eltham, Feilding, Halcombe, Hawera, Hunterville, Kimbolton, Marton, Manaia, Mangatoki, Matapu, Normanby, Patea, Pohangina, Rongotea, Taihape, Turakina, Waverley, and Wanganui.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	537	17	5	Balance at beginning of year	1,587	16	6
Capitation on account of free places	474	17	2	Salaries of instructors	3,456	15	11
Buildings	761	12	6	Office expenses (including salaries, stationery, &c.)	154	7	0
Rent	72	18	0	Advertising and printing	132	11	3
Furniture, fittings, and apparatus	772	6	6	Lighting and heating and cleaning	191	1	5
Material	58	6	11	Insurance and repairs	2	15	0
Subsidies on voluntary contributions	442	2	9	Rent	90	4	0
Fees	1,662	2	9	Examinations, &c.	7	12	0
Voluntary contributions	1,130	19	8	Material for class use	194	17	6
Material, &c., sold	46	6	9	Scholarships	84	0	0
Interest on deposit	0	12	6	Library and prizes	96	8	7
Unpresented cheque	1	10	0	Telephone	5	5	3
Transfer from Rees Bequest Fund Account for purchase of apparatus	15	18	7	Miscellaneous	18	9	11
Balance at end of year	4,480	16	9	Contracts, architect, &c.	2,895	12	1
				Furniture, fittings, and apparatus	1,540	11	10
	£10,458	8	3		£10,458	8	3

W. J. Carson, Secretary.

Extract from the Report of the Controlling Authority of the Palmerston North Technical School.

Until 1907 Mr. Vernon, M.A., B.Sc., had been acting as Honorary Director, but owing to the increase in the number of the classes, &c., it became necessary to appoint a Director. Mr. F. Foote, B.A., was then appointed to this position with Mr. Vernon as Hon. Principal. The art classes were under the direction of Mr. Elliott and ran for three terms. The only other classes running for three terms were the plumbing and wood-carving classes. The remaining classes ran for two terms. In June twenty-seven students entered for the South Kensington examinations, and twenty-three were successful in passing. Thirteen obtained first-class and ten second-class certificates. In November twelve members of the plumbing class sat for the Wellington Technical School ordinary plumbing examination, and ten passed.

Towards the close of the year examinations were held in the various classes, and certificates awarded to students according to merit.

In all, seventeen classes were held, with a total average roll of 344 pupils.

W. Rutherford, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Palmerston North.

Receipts.	£	s.	d.	*Expenditure.*	£	s	d.
Balance at beginning of year	86	13	6	Salaries of instructors	492	9	3
Capitation on special classes	170	9	1	Office expenses (including salaries, stationery, &c.)	29	17	4
Furniture, fittings, and apparatus	111	2	6	Advertising and printing	61	17	0
Fees	376	15	7	Lighting and heating	30	12	1
Voluntary contributions	90	9	6	Insurance, repairs, freight, and cartage	6	6	0
Transfer from Palmerston North High School Account on account of apparatus	8	9	0	Rent	48	10	0
Balance at end of year	16	6	2	Examinations, &c.	12	19	0
				Material for class use	72	9	6
				Apparatus for electricity and magnetism	58	9	0
				Furniture, fittings, and apparatus	34	14	2
				Cleaning	12	2	0
	£860	5	4		£860	5	4

W. Hunter, Secretary.

WELLINGTON.

Extract from the Report of the Wellington Education Board.

During the year capitation under the regulations for manual and technical instruction was earned by 116 schools, as compared with 120 in 1906 and 110 in 1905. In all, 13,983 pupils received instruction in various branches of manual education. Instruction in cookery has been given at Thorndon and Newtown in Wellington; at Levin; and at various Wairarapa centres, including, for the first time, Martinborough. The instructor in woodwork began his duties in June in the woodwork-room at the Training College, and in rooms rented at Newtown until the completion of the South Wellington Woodwork and Cookery Buildings. The erection of this fine building, of the cookery and science rooms at Levin, and the fitting-up of science and cookery rooms at Greytown and Carterton should render the work of instruction at these centres both more pleasent and more efficient. The work of instruction in agriculture is dealt with at length in the report of the Inspectors. The number of school classes increased from forty-two to fifty.

The Board is pleased to record that substantial benefit has been conferred on over twenty schools by donations to their funds, made chiefly for the establishment and improvement of school gardens. Donations, with the Government subsidy, resulted in the erection of a room for science in one district; in the purchase of a 2-acre technical-school site in another, and elsewhere in the purchase of a good microscope or other useful piece of apparatus. Large donations have in like manner, through local interest and generosity, resulted in improved equipment in at least three of our district high schools.

Extract from the Report of the Inspectors of Schools.

In our junior classes nature-study is finding increasing favour. A truer appreciation of its value, of its living interest to children, and of its higher aims is enabling many of our teachers to rely less on text-books and to work more along their own lines—this, much to their own and their pupils' profit. In many of our infant-rooms we now find the songs, the stories, the drawings, and models all made to centre round the bird or flower or insect the little observers have been studying. We need hardly say that co-ordination has its limitations, and these are exceeded when it is no longer purely a means to an end. Elementary agriculture in our country schools now forms the fit and proper complement to the nature-study of the lower standards, though we look forward to the time when the garden takes a more prominent place in the work of the P. classes. "The recent addition of elementary agriculture to the matriculation programme should do much to popularise agriculture instruction in country centres, and the eminently practical course prescribed by the University should have the effect of imparting to the curricula of our district high schools a character more in accord with their surroundings." Mr. Davies, the agricultural instructor, further reports that "At the end of 1906, the number of schools in the district earning capitation for recognised classes in this subject was forty-two. During 1907 the number has increased to fifty, while several schools which are too small to earn the grant have made a feature of nature-study as applied to the garden. At Makomako School, which formerly earned capitation for agriculture, dairy-work has been successfully taken up, the garden being still tended by the pupils during their spare time. Since 1906 the laboratories at Levin and Carterton have been equipped and a spare room in the Kereru School has been fitted up for chemical experimental work, the cost in each case being met by a grant from the Education Department, supplemented by local contributions. At Otaki, a bazaar realised £65, which, with the Government subsidy, will provide a useful building for laboratory purposes." The addition of school gardening to the syllabus has entailed a large amount of extra work on country teachers—work willingly undertaken. In the preliminary work of breaking in the ground for school gardens, many Committees have rendered invaluable assistance, and we bespeak their further sympathy with the teacher in looking not merely for the husbandman's return of fat crops, but for a return measured only by the larger interests and wider sympathies of the children. We trust that as teachers become accustomed to the school garden and its bearing on school-work, the "craft and crop" aspect will not obscure the other and no less important side of this work—viz., its bearing on the mental and moral development of the scholar. To quote Mr. Davies again, "A matter not entirely foreign to the subject under notice is the care and beautifying of school grounds. Indeed, in America, a country which is generally credited with being beyond all else practical and utilitarian, this feature occupies a leading place in the rural education programme. Is it too much to hope that, as one of the results of nature-study, the school may become a source of pride and inspiration to the district?" We are in entire accord with Mr. Davies in this matter, and we can assure teachers that both sympathy and practical assistance will not be wanting in any attempt to further so entirely praiseworthy an object. We are, moreover, the more inclined to give prominence to this subject, as during the past year we have been compelled to report in strong terms on the unsatisfactory condition of certain school grounds and offices. During the year instruction in elementary agriculture was provided for such teachers as could arrange to attend at Greytown from April to June, Masterton from July to October, and at Levin during November and December. A similar class at Pahiatua was arranged for, but had to be abandoned owing to the indisposition of the instructor Mr. Davies. The obvious difficulties in the way of making a Saturday class successful in such a subject as agriculture and the excessive demands made on the time of the teachers attending, have induced the Board to adopt this year a system of arranging for a limited number of selected teachers to go into residence at Greytown for a fortnight at a time.

During the year 116 schools earned capitation under the Manual and Technical Regulations. Nearly all the subjects of manual instruction set down for classes below S5 were represented, and grants were also earned for such science subjects as agriculture, chemistry, physical measurements, botany, physiology, and "first aid," and also for dressmaking, cookery, woodwork, dairying, swimming and life-saving.

We are well satisfied with the work done in all these classes, and our opinion has been confirmed by the Department's Technical Inspector, who gave a very satisfactory report on the classes visited by him during the year. Manual work in our schools is improving year by year, but while many of our teachers now realise its proper place in the curriculum, there is certainly evidence that these subjects "have been pushed so hard as to defeat the purpose of scientific education by depriving the pupils of their necessary training in other subjects, and especially in the power of expression in their own language," and we desire to repeat the warning we have given in previous reports, that, while "sense-perception and practical work should have a place in any curriculum, that place should not be an exaggerated one." Mr. Howe, who was appointed instructor in woodwork, opened his classes at Thorndon in June, and another centre was opened in Constable Street. A very satisfactory programme was drawn up, and the boys showed great interest and made good progress in the work. As the programme provides for instruction in drawing, we look forward to a great improvement in those branches of this subject, which include geometrical and scale drawing. The addition of cookery and woodwork to the subjects of the teachers' examination should give some encouragement to work of this class. Saturday classes for teachers have been established in cookery at Wellington and Masterton, and in drawing and handwork (including woodwork) at Wellington.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD'S INSTRUCTOR IN AGRICULTURE.

Special Saturday classes in elementary agriculture for teachers were held at Greytown from April to June, and at Masterton from July to September, during the year 1907. The classes at each place were attended by sixteen teachers, the average attendance at Greytown being eleven, and at Masterton ten. The course at Greytown dealt chiefly with plant-physiology, and included lectures and a series of experiments on leaves, stems, roots, flowers, fruits, and seeds; while at Masterton, in addition to similar laboratory practice, the programme provided talks on rocks and their constituent minerals, and the formation and nature of soil, with appropriate practical work. Good results were achieved by those able to attend regularly, but several wet Saturdays interfered considerably with the progress of the work at both these centres. An evening technical class in elementary agriculture was also held weekly at Greytown from April to July, 1907. The average roll-number of the class was fifteen, and the average attendance twelve, several losses being sustained during the session through the departure of members of the class from the district. The programme of work consisted of a brief revision of the course in elementary chemistry carried out during the previous year, followed by lectures and laboratory exercises dealing with soils and manures.

W. C. DAVIES.

EXTRACT FROM THE REPORT OF THE CARTERTON TECHNICAL CLASSES.

Classes were held in English and arithmetic, shorthand and commercial subjects, including book-keeping, *précis*, correspondence, and commercial arithmetic. The shorthand class was carried on for two terms, and the others for three. The year was commenced with a much-improved attendance, but there was the usual falling-off towards the end. The average attendance was as follows: English and arithmetic, 8; shorthand, 5; commercial subjects, 6. As these numbers were not sufficient to earn capitation for the payment of the instructors, the Committee's surplus funds were almost completely used up, and it will be impossible to continue the classes for another year without a large increase in the number of pupils.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Technical and Continuation Classes in Country Districts.

Receipts.

Centre.	Grants from Government.		Other Receipts.		Balance at End of Year.	Totals.
	Capitation on Special Classes.	Capitation on Free Places.	Fees.	Refund on Account of Elementary Agriculture.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eketahuna	20 6 6	..	..	..	3 2 3	23 8 9
Carterton	25 3 9	11 2 6	4 15 0	40 3 4	..	81 4 7
Greytown	12 9 0	..	..	..	..	12 9 0
Masterton	..	..	..	..	11 10 8	11 10 8
Totals	57 19 3	11 2 6	4 15 0	40 3 4	14 12 11	128 13 0

Expenditure.

Centre	Balance at Beginning of Year.	Administration.		Material.	Furniture, Fittings, and Apparatus.	Balance at End of Year.	Totals.
		Salaries of Instructors.	Advertising and Printing, &c.				
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eketahuna ..	..	23 8 9	..	..	..	..	23 8 9
Carterton	19 18 4	50 7 2	2 14 6	..	..	8 4 7	81 4 7
Greytown	1 8 4	..	..	4 0 6	3 16 2	3 4 0	12 9 0
Masterton	9 7 11	..	..	2 2 9	..	..	11 10 8
Totals	30 14 7	73 15 11	2 14 6	6 3 3	3 16 2	11 8 7	128 13 0

G. STEWART, Secretary.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE WELLINGTON TECHNICAL SCHOOL.

The year 1907 has been one of steady progress and development of the work of the school. All classes show some improvement in the quality of their work, and many show considerable improvement in numbers. The action of the Board in abolishing the system of payment of teachers by refunded fees has, I think, tended to unify the work, and to render more elastic many of the school courses. In particular there has been a steady growth in the number of free pupils in the evening classes, many of them old day-scholars who won free places in December, 1906. Courses for these free students would have been very difficult to arrange if the change in the system of payment of teachers had not been made.

The staff is now very strong, and will probably be yet stronger next year. Every member of the staff has worked well and successfully to forward the interests of the school during the past year. The large measure of success of students of the school, both at the International Exhibition at Christchurch and at the Palmerston Agricultural Association's Show, which is to some extent an indication of the quality of work done, is due as much to the earnest efforts of the teachers as to the industry and ability of the students.

During the year new classes have been formed in cooking and domestic economy, in dressmaking, in life-modelling, in jewellery and enamelling, in writing, lettering, and illuminating, and in blackboard drawing for Sunday-school teachers with satisfactory results. The art classes generally have been reorganized, and placed, I think, on the best footing possible in our present quarters. The work of reorganizing the evening classes in mechanics and electrical engineering has been continued, but with some considerable difficulties on account of lack of proper class-room and laboratory facilities. The classes in general science, mathematics pure and applied, mechanics, chemistry, and electricity and magnetism are doing better work than heretofore, largely through the presence of students holding free places and preparing for Senior Civil Service and other examinations. The day classes for technical scholars have again been well attended, have done very satisfactory work, and have largely contributed to the financial soundness of the school. Classes connected with the building trades have been very well attended, the numbers in the building-construction class having been much larger than usual, notwithstanding the badness of the accommodation available for this class. The commercial classes generally have been very successful, being well attended by a class of students capable of benefiting by the instruction given. Classes in the domestic economy section have been very promising, and should command a large success in the future. Signs are not wanting to show that with suitable buildings and grounds and adequate equipment the school would soon become an assured success, and would be of real value to the community. In regard to numbers of students and class entries, the record for this year compares very favourably with those for former years.

Buildings.—The buildings we have now are in as good condition for our purpose as I think it is advisable to make them. About £1,100 has been spent during the year in necessary alterations, and everything possible has been done to make the buildings suitable for their purpose. I regret extremely the necessity for this expenditure and for the large expenditure of last year. It is solely due, except for small sums, for repairs to the absolute unsuitability of the original design; and no reasonable expenditure can do more than very partially obviate inherent defects. The old carpenters' shop, for example, has been renovated inside, at a cost of about £120, to provide accommodation for students in domestic economy. The sum thus spent cannot be considered an asset of the Board. It should be written off during this and next year as rent or rent-equivalent.

Furniture and Fittings.—About £125 has been spent in providing extra furniture and fittings required, and in substitution for old, dilapidated, and worn-out furniture, much of which was badly made to begin with, and had been many years in the school.

Apparatus.—About £520 was spent on new apparatus during the year, thus largely increasing the efficiency of teaching in many classes. The mechanical workshop in particular is now well supplied with modern tools of good design, so far as the ordinary work possible in a small shop is concerned. Several useful and ingenious pieces of apparatus for class purposes have been constructed in the workshop. I have always found that apparatus thus constructed in the workshops is more keenly studied and more intelligently used, and the results of experiments more closely examined than in the case of apparatus bought ready-made. In no long time our difficulty will be to find room for the use and display of our equipment in the mechanical and electrical classes. In the art department considerable additions have been made to our equipment, particularly in the way of providing natural objects for study. The benefit accruing from this expenditure has been very marked, there being a notable increase of carefulness in study and accuracy in workmanship on the part of the students.

Material.—As showing the large amount of work done in the school, I may state that some £700 has been spent in providing material for the various classes, notwithstanding every effort to reduce the cost of this item as far as is consistent with efficient teaching.

The number of individual students attending the school during the year was—first quarter, 950; second quarter, 1,054; third quarter, 1,047; fourth quarter, 881. These numbers form a record for the school, being more than 10 per cent. greater than any previous year.

Special Reports on the Work of Individual Classes.

Art Section.—The attendance in the design class has been well maintained during the session, and a considerable amount of satisfactory work done. The aim of the work in this class has been to encourage students engaged in the artistic trades to study the branch of design specially suitable to them, so as to be able to design as well as to execute their work. Cabinetmakers, metal-workers, jewellers, ticket-writers, sign-writers, painters and decorators, workers in stained glass, &c., have been instructed in designing for their special work. Depending to a considerable extent upon the work done in the design classes are the following craft classes in which the students are encouraged to carry out their own designs, and are instructed in the technique of their work. (*a.*) Stencilled designs: A considerable advance has been made in this class of work during the year, and a very creditable amount of work done. The junior day-pupils particularly have done some good work. (*b.*) Wood-carving: In increasing numbers students have attended the drawing and design classes in order to prepare their own designs for execution in carving with the consequent increase of good work done in the wood-carving class. (*c.*) Metal-work, jewellery, and enamelling: Owing to these classes having opened towards the end of the session, the attendance has not been so large as was anticipated, but if the number of jewellers and metal-workers who have been making inquiries about the classes present themselves next year a large class may be looked for. (*d.*) Painting and decorating and sign-writing: The quality of work done in this class has risen during the year, and the attendance has been fairly regular. (*e.*) Lettering, writing and illuminating, and ticket-writing: The attendance in this class has been variable, but the regular attenders have made considerable progress. The establishment of craft classes such as the above (*a, b, c, d, e*), in which students are taught conjointly drawing and design and the technique of their trade, is of the utmost importance. It is in such classes that the greater part of the work of an art-school culminates. The other classes are preparatory to these, and lead up to them. Without these the duties of an art-school are only half-performed. So I would strongly recommend, when funds permit, the establishment of other classes of a similar nature, such as stained-glass work, pottery, cabinetmaking, bookbinding, lithography, trades in which success depends as much upon the exercise of the artistic sense as on technique. As it is we are turning out students fairly well qualified in drawing but with little special qualification in the technique of the trade which they intend to follow, excepting in the cases which are already provided for. Some of these classes can be started with very little outlay. Nature-study: The bulk of the work done in the elementary drawing and painting classes is done from natural specimens, so that it has been my endeavour during the year to obtain as large and as varied a collection of natural specimens as possible. Plant-studies: Good work has been done in these classes during the year. Although it is always possible to obtain cut flowers for these classes, it is advisable to have as many specimens of growing plants in the school as possible, and a small glasshouse would greatly facilitate the keeping of such plants. Bird and animal studies: Very good work has been done during the year from the living birds and animals. Stuffed and preserved specimens (birds, butterflies, &c.): The specimens obtained during the year have been exceedingly useful as examples for drawing and painting from, and good work has been done from them. Model and common object drawing: A considerable amount of the work done in the elementary classes is from models and common objects, and the standard of work has been well maintained. Memory drawing: A certain amount of memory drawing has been done during the year, and it is proposed to increase the classes in the subject during the coming year. Still-life painting: The standard of work done in this class has been well maintained. The prizes offered by the New Zealand Academy of Fine

Arts in this subject were won by students of this class. Outdoor sketching class: Whenever possible, this class has met outside, and the work has shown progress during the year. When the weather is unsuitable for working out-of-doors the class meets in the school and studies from a costume model. Modelling and plaster-work: The attendance at these classes has been regular, and the work progressive. The development of this class is greatly hampered by want of room. Classes in modelling the head and figure from life have been held during the year. Next year the modelling life classes will be principally from the figure, and as the heating of the room as at present by means of a kerosene-stove is unsatisfactory, I would recommend the fitting-in of a coal-stove for the modelling life class. The present accommodation for plaster-casting is very unsatisfactory. Life and antique drawing and painting: The attendance at these classes has shown considerable improvement, and the quality of the work done has been raised. Anatomy: The attendance of these classes has been very regular, and their usefulness is being felt in the figure-drawing and modelling classes. Geometrical drawing and perspective: The nature of the work done in these classes has been made more suitable for art students, the syllabus of work being drafted specially for draughtsmen and designers. Teachers and pupil-teachers' classes: In these classes, which are held on Saturday mornings, the following subjects are taught: Model and common object drawing, nature-study, brushwork, blackboard drawing, memory drawing, modelling in clay and plasticine, plaster-casting, wood-carving and design, the courses being arranged and adapted to suit the requirements of the different teachers. The attendance has been fairly regular, and the work shows considerable improvement. Blackboard drawing class: This class has been specially arranged for Sunday-school teachers, and the class of work made suitable for their requirements. They have been instructed in model and common object drawing, perspective, and more particularly in the illustration of biblical subjects, all the work being done on blackboards.

In general the work shows some improvement. It is still, however, carried out under difficulties in many cases. In particular we should have a casting and moulding room, and a life-modelling room, properly heated, as soon as possible. We also require extra facilities for keeping birds and plants in the best condition, in order to increase our present collection, and so improve its usefulness. In connection with the teachers' Saturday classes it is satisfactory to learn that several headmasters of the primary schools have expressed themselves as highly satisfied with the increased freedom and skill shown by their pupil-teachers in using the pencil and brush, and with the consequent improved standard of work in their drawing classes. The Saturday morning elementary drawing class has increased from twelve to fourteen last year to over thirty this year, and the work done reflects great credit on the teachers.

Mechanical Engineering Classes.—Workshops: Students in this class usually possess some training in either fitting or turning before joining, and are generally anxious to learn screw-cutting. We have but three screw-cutting lathes, and more are required to make the class a large success. Students who have no practical experience before joining are given simple exercises in tool-dressing, fitting, and turning, and do some work towards shop repairs and equipment. Lecturettes on workshop practice and calculations relating to the various processes are given by the instructor, Mr. E. Dolby; note-books are kept by the students, and some of them carefully written up. Progress is satisfactory in this class, and the students give evidence of greatly appreciating the excellent machines provided for their use. Prime movers; machine drawing and design: In both these classes the work and attendance have been interrupted and irregular through students having to work overtime. I may say that the same complaint is made about students in many other trades, including clerks employed in offices and warehouses. The popularity of these two classes would be much increased if satisfactory accommodation and equipment could be provided for them. The standard of work done is good, and in both classes students have done somewhat advanced work. For example, the advanced design class has completed in the last six months the plans and designs, from notes given by the instructor, supplemented by their own calculations, of a suction gas plant and gas-engine of 40- to 60-horse power. The work involved researches into the rules governing gas-engine design, a comparison of the proportions—each detail—of several well-known types for the use of the student. I have carefully examined the drawings and designs turned out by the students, and have no hesitation in saying that the designs are eminently of a workable character, besides providing an excellent mental training for the students. Every detail was carefully thought out from the beginning. The work was such as an honours class in a University would be proud of. Day-classes: The work done in the day-classes was hampered considerably by lack of the necessary apparatus and laboratories. Several useful pieces of apparatus have been constructed and are in use, but much more apparatus is required, and also a special laboratory for its reception and use. In the practical classes in mathematics and mechanics the main object of the teaching has been to give experimental proofs or demonstrations (helped by graphical constructions and arithmetic) of the laws and theorems of mechanics, thus supplementing and solidifying the work done in the theory classes.

Electrical Engineering Classes.—In these classes the numbers have been in excess of those for former years, and the character of the work has been well maintained. Elementary electricity: This class was intended for students preparing for Matriculation, Civil Service, or other similar examinations, which include an elementary treatment of electricity as one subject. The class was, however, attended by many who were preparing for electrical engineering, and both classes of students also attend the class in elementary electrical engineering which was found suitable for examination candidates as well as for young engineers. In consequence it is proposed that the classes shall be renamed "elementary electrical engineering," covering the elements of electricity and magnetism, instrument making, testing, and using; and "intermediate electrical engineering," covering some of the subjects of the advanced course, and suitable for second- and third-year students. In the advanced course the subjects for this year's work were mainly installations and power-producers in central stations, and the theory and design of the direct-current motor. I have to thank the City Electrical Engineer for allowing me to use the results of trials of the tramway power-house engines for class purposes. Authoritative tests of engines and dynamos known to the students are of far greater value to them than the published results of trials in Europe or America. The advanced course will in future deal mainly with the revision of earlier work, with applications in the design of electrical machines and apparatus. A pleasing feature of the evening elementary classes is the good attendance thereat of many of the day-boys who are taking electrical work. There is distinctly a greater tendency on the part of students towards taking connected courses in mechanical and electrical engineering. The workshops have proved of great service in the electrical classes, both day and evening, and many useful pieces of apparatus have been constructed.

Building Trades.—The classes in building-construction, in carpentry, and in plumbing have been very successful during the year. The numbers in the building-construction class constitute a record for the school, and the work done testifies to the excellence of the teaching. The results are all the more praiseworthy considering how much hampered the class is by lack of suitable accommodation. The main hall, used as a drawing-office, might, with its present furniture, serve for one small class in some one branch. It is hopelessly inadequate for the needs of the six different, and many of them large, classes that occupy the room in rotation. The apparatus and work in progress is different for each class, but all must be housed in the same room. The furniture is not specially designed to save the time of teachers and students, nor even to safely store the apparatus and work in progress. The consequence of this ill arrangement is distinctly inimical to the interests of the several classes. Students are continually being discouraged by losing work or having it spoiled, and the apparatus cannot be maintained in the best condition. Notwithstanding these disadvantages, the class has done excellent work during the year. Several members of the class show a praiseworthy desire to acquaint themselves with the principles of design and the art of modelling, and are among the best students in the applied-art classes. I feel certain that this class could be made very much more successful and efficient if it were provided with reasonable facilities for work. In this connection I have again to deplore the lack of room and equipment for a strength-of-materials laboratory, which is absolutely essential in any institution that aspires even in a modest way to teaching the principles of civil and mechanical engineering, of building-construction, or of electrical engineering. Viewed from the standpoint of a properly equipped institution, the absurdity of our present position in this as in many other respects is painfully ludicrous. The carpentry classes have done good work during the year, but it has become increasingly evident that our supply of small tools must be largely increased, in order that as far as possible each student may have the keeping and care of the commoner tools which he uses. The day classes in particular should have their own sets of tools, as a very important part of their training consists in acquiring habits of order and neatness, and the art of keeping tools in proper working-condition. The plumbing classes have been large, and the work done on the whole very satisfactory, during this year. The old trouble of irregular attendance is still, however, far too apparent. Measures taken recently by the Board will, I hope, in coming years minimise this main cause of inefficiency. The instructor in plumbing, the late Mr. G. Reed, took advantage of a private trip to England to acquaint himself with the latest methods and devices in plumbing, and by authority of the Board purchased for the school some excellent diagrams and a useful series of lantern-slides, illustrating the principles and practice of sanitary science. He also arranged for the importation of apparatus for lead-burning, which, with the increase of manufacturing in this town, has become a subject of some importance to plumbers, and is likely to be more prominent still in the future. A hydraulic laboratory in conjunction with the strength-of-material laboratory would be of great service in the instruction of the senior classes in the theory of plumbing.

Applied Science Classes.—These classes are at least showing a gratifying vitality. To the educationalist this is one of the brightest signs in the progress of the school, for the whole superstructure of professional knowledge in engineering, in building, and all trades allied to these, and indeed in commerce also to a very large degree, is based on a right understanding of the facts and principles of applied science. The classes in mathematics, in mechanics, in experimental mechanics, and in chemistry and electricity and magnetism have all been well attended, and good work is being done. As time goes on and the numbers increase it will be possible to largely minimise present difficulties, due to the varying attainments of different sections in these classes. A significant and promising feature of these classes is the large proportion of students with senior free places. There is special need for a separate room in which apparatus for mechanical experiments can be permanently set up for the use of the students in experimental mechanics. Much apparatus has been made, and more is under construction or designed. Full and efficient use of apparatus can only be made when it is readily accessible for use in a special room. If stowed in cupboards in an ordinary class-room it depreciates in value with some rapidity if used, and might as well not exist at all if not used. The geometry and mechanical drawing class on Wednesday evenings has been attended fairly well in the circumstances, but in a suitable room in which efficient teaching could be done the numbers would largely increase.

Commercial Classes.—Book-keeping: Record numbers have kept the instructors particularly busy during the whole year. The advanced book-keeping class has done specially good work and has doubled in numbers in the year. Great credit is due to the chief instructor and his assistants for the good work done. Shorthand and typing: These classes have also done excellent work. The typing class needs more machines and more room. The difficulty of finding room for the special day-class in typing has been considerable and the class has suffered through not having sufficient room to work in. The room occupied is also used as an instructors' room, so that the class and the instructors wishing to have access are an inconvenience to one another. I trust that better arrangements may soon be possible. Arithmetic, English, and Latin: These classes also show a considerable increase over the numbers for former years. The English class has been divided into two, both under Mr. Renner's supervision. Mr. Binning was appointed to assist Mr. Renner. The standard of work is steadily improving in all these classes.

Domestic Economy.—Classes in cooking and dressmaking have been held in the old carpenters' shop during the year. These classes promise to become a successful part of the school system. The alterations made in the building cost some £120, and a further £40 was expended for equipment. The accommodation is of a temporary nature, but has served well so far and should serve till the Board is in a position to build on a suitable site.

A class in *Pattern-cutting for Bootmakers* has been conducted during the year by Mr. B. Mapplebeck; the number of students is not large, but does not diminish, and the class should run for a year or two at any rate, even if it does not develop into a special bootmaker's course. Whether there would be a sufficient demand for instruction to warrant the inclusion of other branches of the bootmaking trade is, I think, very problematical. Some experience of classes of a similar character to this has led me to the conclusion that many of them cannot be carried on continuously from year to year. It is necessary to harvest (so to say) one crop of students and then to wait a year or two for another crop to come on.

Technical Day-scholars.—The standard of work done and the numbers attending this year have been higher than last year. Of many of the day-students who left the school in December, 1906, at the end of their two-years course, I have had information during the year and the reports of their progress and conduct have been uniformly good. The progress made during the year has been very gratifying.

Special Courses.—Commerce: These classes have been well attended during the year and a distinct advance has been made on the work of previous years. The model offices scheme has now been organized and is running smoothly. The results are good and amply justify the expenditure for books, &c., which the adoption of the scheme entailed. The work done in the first-year classes was better than that of last year, and the results of examination have been uniformly good. A large percentage of second-year students will qualify for senior free places. The reports of the outside examiners in commercial subjects are good, though there is a lamentable lack of accuracy in figuring observable in some cases. However, I am assured by the examiner, who also examined for Victoria College in commercial subjects, that our students are no worse than others in this respect, perhaps rather better. Engineering, carpentry and joinery, and electrical engineering: I have been very agreeably surprised, reading the answers given to papers set by me this month, to find how far the boys in these divisions have got into the spirit of their work. There is no parrot-like repetition of teacher's words. Each boy thinks for himself. The actual volume of book-knowledge gained by the boy is not, I think, so large as it might have been in an ordinary secondary school, but the work struck me as being particularly thoughtful and of a kind likely to prove extremely useful to the boys later on. In practical mathematics, for example, the boys showed a knowledge of the fundamental principles of graphical and analytical methods and applied them with a confidence that was very gratifying, though I have no doubt the same boys would have floundered miserably with the same amount of training in the elegant but elusive methods of pure geometry. I am not, of course, in any way depreciating the study of pure geometry as a splendid general mental training; but I do think that graphical and analytical methods are more easily understood and applied by the mechanic and the engineer. In mechanical drawing, mechanics, and applied science generally, good work has been done by the boys. In the electrical, mechanical, and woodworking shops good progress has been made, and general subjects, such as English and drawing, arithmetic and geometry, have not been neglected. We find that, even with the limited means as yet at our disposal, the boys make surer progress, more readily and clearly understand the principles of mechanics, and solve with facility more difficult problems than they could by purely mathematical methods. In a word, they learn to think. We had a striking illustration of this in comparing the arithmetic papers done by these boys and by the members of the advanced commercial classes. The commercial students were left hopelessly in the rear on a paper that consisted largely of commercial problems. Art section: The students in the day-classes for junior-free-place pupils have made very good progress and have in many competitions shown themselves capable of holding their own with students in the adult classes. Some specimens of elementary-design work applied to cushion-covers were quite noticeable for excellence, and their modelling, and drawing from flowers and other natural objects, and from live birds and animals, showed that they were keenly interested in their work. Domestic economy: A class of about twelve girls did good work throughout the year. The lessons given included instruction in food-values, in hygiene, and in cognate subjects.

The library, I am glad to report, is used more by students than formerly. Many works of a useful character have been added during the year, and the nucleus of an instructor's library has been formed and has proved of some advantage. Thanks to Miss Lawson's unremitting care, only one book has been lost during the year. Considering that all students in the evening and many in the day classes are allowed to borrow books, and that these students often belong to the floating population, this is an excellent record.

Condition of Buildings.—The work of cleaning and caretaking has been well performed during the year by the caretaker and his assistant. Considering what a variety of classes it is often necessary to hold in the same room at different times, the orderliness of the rooms is very good—far better than it has been in past years. The buildings have not been in any way specially designed with a view to easy cleaning and good ventilation, and this in itself adds considerably to the difficulty and expense of keeping them clean. The sanitary arrangements and drainage from chemical and other rooms have required some attention at times during the year, but have been kept as far as possible in good working-order. Latrine accommodation is sufficient, but not ample.

W. S. LA TROBE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted at the Wellington Technical School.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	1,253	5	7	Salaries of instructors	4,891	10	10
Capitation on associated classes	4,205	5	7	Office expenses (including salaries, stationery, &c.)	932	1	8
Capitation on account of free places	814	7	3	Advertising and printing	119	2	6
Furniture, fittings, and apparatus	263	0	6	Lighting and heating	269	9	8
Material	178	16	5	Insurance and repairs	18	17	6
Subsidies on voluntary contributions	290	0	0	Rent	40	0	0
Fees	1,537	16	10	Examinations, &c.	117	19	8
Voluntary contributions	322	0	0	Material for class use	766	16	5
Wellington College and Girls' High School	120	0	0	Prizes	36	6	6
Sale of Material	97	2	3	Library	35	14	1
Prizes	6	16	0	Sundries	82	3	6
Sundries	5	9	9	Contracts (new buildings, additions, alterations, &c.)	1,100	9	10
				Furniture, fittings, and apparatus	686	17	9
				Balance at end of year	46	10	3
	£9,094	0	2		£9,094	0	2

JOHN P. LUKE, Chairman
W. S. LA TROBE, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE PETONE TECHNICAL CLASSES ASSOCIATION.

In submitting their fourth annual report the Managers of the Petone Technical School are of opinion that, all things taken into consideration, the progress made in the various classes during the year has been very satisfactory. The conditions under which the classes, especially those of distinctly technical subjects, have had to be carried on during the past four years have been such as to make the best work impossible, and in a measure to discourage both students and teachers. The first set of plans for the new Technical School buildings prepared by Mr. Clere were rejected by the Education Department as being too expensive. A second set prepared by the same architect was then submitted and approved by the Borough Council, Education Board, and Department, and the lowest tender tentatively accepted, waiting the confirmation of the Department and the voting of the necessary grant. The Managers regret very much that the fifth year of the school's work will have to start under the old unsatisfactory conditions, but we trust that a start will soon be made with the erection of the new school buildings. The number of students who have attended the school during the year was 189, made up as follows: Arithmetic, 30; English, 24; Latin, 7; geometry, 8; book-keeping, 7; carpentry and architectural drawing, 16; mechanical drawing and machine-construction, 13; dress making and cutting, 10; art, 10; electricity and magnetism, 6; plumbing, 24; shorthand, typewriting, and correspondence, 34.

The Managers submit the following extracts from the teachers' reports for the past year:—Plumbing class: This was one of our most successful classes, and Mr. Hopkins reports that of the twenty-four pupils who attended the class all did satisfactory work. In the examination for plumbers' license held in August several passes were obtained. Mr. Gifford, who is in charge of the shorthand, typewriting, and correspondence class, reports that thirty-four pupils attended the class during the year, the attendance being well maintained, and that the progress of the pupils was on the whole good, the work of the several who passed through the class being very creditable. The teacher again refers to his difficulties with free-place pupils who are engaged in other studies, thus being unable to devote the time necessary to the work of this class. If the number attending this class next session increases, the Managers will have to consider the advisability of appointing a second teacher. Mr. E. King, M.A., B.Sc., who is in charge of the continuation classes—embracing the following subjects: English, arithmetic, Latin, geometry, and book-keeping—reports that satisfactory progress has been made during the past year. He reports that three pupils passed in matriculation Latin and three in geometry for plumbing. Instruction has been given in the carpentry class by Mr. Hooper in the various branches connected with the practical part of the building trade. The general character of the work has been satisfactory, but the teacher regrets the attendance has not been as good as could have been desired. The attendance at the drawing class has been maintained throughout the year, and the interest taken in the work has been in most cases very satisfactory and fair work has been accomplished. The average attendance for the year has been below that of previous terms, but we believe the instruction given will be of benefit to the students. Mechanical drawing and machine-designing class: The attendance in this class for the past year has been very regular indeed. Thirteen pupils attended the class, and, although none presented themselves for examination, the whole class has made steady progress. During the year apprentice engineers have been specially instructed with a view to obtaining certificates, and these seemed to have taken every advantage of this instruction. The teacher adds that, under the difficulties that exist as regards proper accommodation and the want of models, the work of the class has really been very satisfactory. With the advent of the new school this class should make a considerable advance in numbers and interest, as a good many youths attend the Wellington school at considerable inconvenience, who would remain in Petone were the conditions more favourable. Mr. Frederick W. Clayton, the teacher of the art class, reports that the class for drawing was not so well attended as on the previous year. The class for painting showed an increase of pupils considerably above previous years. He considers the work done in both branches very satisfactory, but want of room and proper lighting very much hamper the art class.

Mr. S. G. Walsh reports in regard to the class for electricity and magnetism that the students have made fair progress and are attentive and diligent in their work. This class ought to attract a larger number of pupils, and will likely do so when properly housed in our new school building. The shed used for the plumbing class has also to serve for this class, and the teacher complains that under present conditions it is well-nigh impossible to give satisfactory demonstrations in the class. Miss Kate Stewart, dress-making and -cutting class, reports that fewer pupils attended her class last year, but that all those attending made good progress during the year. The Managers feel the necessity for the appointment of a Director to take the oversight and responsibility of all the classes. This must be done before we go into our new building.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	176	15	3	Salaries of instructors	316	6	0
Capitation on associated classes	66	6	9	Office expenses (including salaries, &c.)	11	2	10
Capitation on free places	53	5	0	Advertising and printing	8	10	0
Apparatus	15	0	0	Lighting and heating	17	12	4
Material	8	14	8	Insurance and repairs	2	14	8
Rent	40	13	0	Rent	39	4	0
Fees	134	0	2	Material for class use	53	16	5
Voluntary contributions	71	3	9	Caretaker's salary	12	14	0
From Petone School Committee for gas used	7	10	0	Bank commission and cheque-books	0	16	0
				Cartage	1	12	0
				Fees refunded to free-place pupils	27	3	0
				Furniture	4	16	0
				Sundries	0	10	4
				Balance at end of year	76	11	0
	£573	8	7		£573	8	7

ALEXANDER THOMSON, Chairman } of Managers.
J. G. CASTLE, Hon. Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE PAHIATUA TECHNICAL CLASSES ASSOCIATION.

Miss Johnston conducted a class in dressmaking for adults for the quarter ending December. Fifteen attended. Mr. Irving carried on a class for school-children in brush drawing and design.

J. THOMAS, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Pahiatua Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	35	10	6	Salaries of instructors	47	7	6
Capitation on associated classes	27	0	9	Advertising and printing	2	2	0
Fees	7	10	0	Balance at end of year	49	8	6
Voluntary contributions	21	0	0				
Capitation, associated classes, paid in advance by the Wellington Education Board	7	16	9				
	£98	18	0		£98	18	0

J. D. WILSON, Chairman } of Managers.
J. THOMAS, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE MASTERTON TECHNICAL SCHOOL.

The work of the school was commenced on Monday, the 11th March, and during the year classes were established in the following subjects: Drawing from life, building-construction, general drawing, light and shade, painting, dressmaking, woodworking, wood-carving, plumbers' work, commercial subjects, English and arithmetic, Civil Service subjects, and Pitman's shorthand. In all there were thirteen classes, and the work was spread over a period of thirty-six weeks, comprising three terms of twelve weeks each. The average number of pupils on the rolls of the respective classes was 239, and the average attendance 156. This, although not quite so good as last year's record, when the figures were 238 and 167 respectively, may yet be regarded as satisfactory.

In their report last year the Managers stated that no less than forty-seven free pupils were admitted to the classes, and that consequently the accommodation was taxed to the uttermost. During the past year this number increased to forty-nine, and of this number no fewer than forty-four succeeded in complying with the regulations in respect to the attendance of holders of free places—a result gratifying to Managers and instructors alike. Of the five who failed to comply with the regulations as laid down by the Department, one failed owing to illness, two owing to removal from the district, and the remaining two owing to negligence; and in each of these last two cases the Managers are calling upon the parent or guardian to pay the amount lost to the school through the irregular attendance of the pupils concerned, and will, if necessary, take steps to enforce the payment.

Candidates from the school were very successful in their examinations during the course of the past year, and succeeded in passing examinations as follows: In the plumbing examinations conducted by the Wellington Technical Education Board in June last seven candidates were presented and all passed; whilst in the City and Guilds of London Institute Examinations seven candidates presented themselves for examination, six of whom succeeded in scoring a pass in one or both sections of the examination. In November last the second half-yearly examination of plumbers was conducted under the auspices of the Wellington Technical Education Board, and the two candidates who entered from this school succeeded in passing in both the theoretical and practical sections of their examination. The Civil Service Junior Examination pass-list, recently published, also contains the names of two out of three condidates who sat for that examination from this institution. Owing to his removal to Greytown North, the Managers were at the end of last year regretfully compelled to accept the resignation of Mr. A. B. Charters, B.A., instructor to the class in English and arithmetic. The position, however, was ably filled by the appointment of Mr. C. N. Haslam, and good progress has since been maintained. In November last, owing to his removal to Napier, the Managers were reluctantly obliged to accept the resignation of Mr. S. E. Wright, instructor to the classes in commercial work and wood-carving. Mr. Wright has for quite a number of years been connected with the commercial classes in the school, and there is no doubt that his place will be very difficult to fill.

In August last the school was visited by Mr. E. C. Isaac, Inspector under the Regulations for Manual and Technical Instruction. Mr. Isaac inspected the working of the respective classes, and later on sent in to the Managers a confidential report of a generally favourable character on the work he had seen.

During the past two or three years reference has been made in each of the annual reports submitted by the Managers to the unsuitability of the present buildings and the insufficiency of the accommodation provided therein. These grave disadvantages will, however, soon belong to the past. In May last a movement for the erection of a memorial to the late Right Hon. R. J. Seddon was inaugurated in the town, an influential general committee established to help the movement along, and as a result the sum of £1,200 was raised for the express purpose of erecting a new technical school in Masterton as a memorial to our late Premier. The Trust Lands Trustees have generously provided a valuable and most centrally situated site on which to erect the building, and with the pound-for-pound subsidy on the voluntary contributions received, and the special building grant promised by the Minister for Education, there is every reason to believe that before the end of the current year the Managers will be superintending the working of a technical school suitable for the requirements of the town for many years to come.

The accompanying statement of receipts and expenditure for the year ended 31st December, 1907, shows the receipts to have been £454 1s. 9d., whilst the expenditure covering the same period was £545 14s. 2d., thus leaving a debit balance for the year of £91 12s. 5d. This statement does not, however, disclose the true financial position in regard to the year's work, as capitation amounting to £135, all of which was earned during the year ended 31st December, 1907, did not come to hand till after the midde of January.

In conclusion, the Managers desire to take this opportunity of heartily thanking the Masterton Borough Council, the Trust Lands Trustees, and the Education Department for the liberal assistance again rendered by those bodies to the cause of technical education in this town. Mainly owing to the aid received from these sources the work of the school has been maintained, and with the erection of new and commodious buildings, practically now in sight, there is every prospect that the work of the school will be advanced along lines calculated to prove of lasting benefit to the town and district.

James M. Coradine, Chairman } of Managers.
N. D. Bunting, Secretary }

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Masterton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	11	4	7	Salaries of instructors	354	1	6
Capitation on associated classes	93	15	9	Office expenses (including salaries, stationery, &c.)	46	18	9
Rent	26	0	0	Advertising and printing	10	15	6
Furniture, fittings, apparatus	2	10	0	Lighting and heating	19	8	11
Material	28	19	11	Insurance and repairs	6	11	10
Subsidies on voluntary contributions ..	109	2	6	Rent	52	0	0
Fees	71	12	6	Examinations, &c.	8	6	6
Voluntary contributions	104	14	0	Material for class use	24	15	2
Rent for use of rooms	0	12	6	Caretaker	13	17	0
Sale of material	4	10	0	Postages, petties, &c.	1	5	11
Refund gas used at City and Guilds Institute Examinations	1	0	0	Bank charges and interest	2	13	1
Balance at end of year	91	12	5	Furniture, fittings, and apparatus ..	5	0	0
	£545	14	2		£545	14	2

James M. Coradine, Chairman } of Managers.
N. D. Bunting, Secretary }

HAWKE'S BAY.

Extract from the Report of the Education Board.

Manual and Technical Instruction.—There has been still further extension of school classes during the year, and instruction in cookery, dressmaking, and woodwork was given at Gisborne, Napier, Hastings, Waipawa, and Dannevirke, the children of twenty-two schools receiving the benefit. The question of the appointment of itinerary instructors in agriculture and dairying is being carefully considered by the Board, and it is very probable that next year those important subjects will receive the attention they deserve. The technical schools at Napier, Hastings, and Waipawa are now completed, so the conditions under which classes work are materially improved.

Training of Teachers.—During the year Saturday classes for teachers have been held at Dannevirke, in physical instruction, drawing, cookery, and woodwork; at Napier, in cookery, woodwork, and dressmaking; and at Gisborne, in cookery, woodwork, and dressmaking. The attendances at the classes and the work done have, on the whole, been satisfactory, the work done at the cookery classes at Napier and Gisborne being good.

Extract from the Report of the Inspector of Schools.

The woodwork, cookery, and dressmaking classes under the Manual and Technical Regulations have been continued in the schools on the lines set forth in my last year's report. Mr. Gardiner, the instructor in woodwork, has conducted classes in Napier, Hastings, and Dannevirke as centres. The cookery classes for girls have been carried on in the same places by Misses Millington and Lousley, and Mrs. Thomas has conducted dressmaking classes. In Poverty Bay the instruction in woodwork was given by Mr. Levey. Altogether more than a thousand children received instruction in one or more of the subjects mentioned.

Extract from Report on Special Classes in the Hawke's Bay District.

During the past year the manual and technical instruction classes have been extended, and, including the Gisborne centre, twenty-seven special classes were in operation. Efforts have been made to provide classes for the teachers in the northern, central, and southern portions of the district, but the attendance is not satisfactory. Some teachers dislike having to attend a Saturday class, and they appear to think that the subjects for which separate and special instruction is provided will always be done by specialists as at present. They do not appear to realise the fact that teachers' classes are primarily for the purpose of providing facilities to teachers who have not had opportunities previously to prepare themselves in subjects that are being called for in the schools under the new regulations. These subjects must be taught, and if the teachers now in charge do not avail themselves of the opportunities provided they alone will be to blame if vacancies are filled by others more capable of carrying out the needful duties. The training colleges for teachers are doing work in anticipation of meeting the growing demand, so that unless the Board's own teachers choose to avail themselves of the classes formed for their special benefit, in the natural order of things, they must give place to better-prepared teachers. The Board has no desire to suggest the compulsory attendance of teachers at the Saturday classes, but it is considered the bounden duty of teachers to avail themselves of every opportunity to prepare the subjects of instruction which they are supposed to teach. Certificates are being issued by the Board to all teachers who are reported as having attended the special Saturday classes and have made satisfactory progress.

Special evening classes were established in Napier for machine construction and drawing, building construction and drawing, carpentry and joinery, dressmaking, practical plumbing, shorthand, English, arithmetic, book-keeping.

At Hastings an evening class for shorthand was in operation, but the attendance diminished towards the close of the session, so that the average reached only four. Altogether twenty-seven special classes were established, and, without including the attendance of teachers in Gisborne, the average for the year was as follows: Dressmaking, 43; woodwork, 13; cookery, 103; drawing, 18; other classes as above, 62: total, 239.

For the current year it is expected that a large increase in the attendances at classes will take place. At Waipawa rooms have been provided for purposes of technical instruction, and there appears to be a growing desire to improve the existing state of things with respect to technical training. The Government have generously supplied grants for apparatus and appliances, and with the appointment of a Director of Technical Instruction it is hoped that new classes will be established, that the present classes will be reorganized with a view to becoming more valuable to the community, and that opportunities will be opened to country students to pursue their studies at the Napier Technical School, which is now completed and opened for teaching purposes with a staff of competent instructors.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Dannevirke, Gisborne, Hastings, Napier, and Woodville.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	398	8	0	Salaries of instructors	346	5	7
Capitation on special classes	145	18	1	Office expenses (including salaries, stationery, &c.)	67	7	0
Buildings	4,706	19	2	Advertising and printing	8	6	0
Rent	37	17	6	Lighting and heating	12	13	0
Furniture, fittings, apparatus	5	14	6	Repairs and cleaning	17	0	6
Material	38	13	2	Rent	30	3	4
Fees	155	7	6	Examinations, &c.	12	12	2
Government grant, instruction of teachers	175	0	0	Material for class use	47	4	6
Sale of material	10	11	2	Conveyance of teachers	9	2	0
Balance at end of year	20	13	4	Legal expenses	7	17	4
				Transfer to controlling authority, Dannevirke	32	14	3
				Transfer to controlling authority, Gisborne	47	17	0
				Refund of class fees to pupil-teachers	12	12	0
				Contracts (new buildings, additions, &c.)	5,019	11	8
				Furniture, fittings, apparatus	23	16	1
	£5,695	2	5		£5,695	2	5

G. Crawshaw, Secretary.

EXTRACT FROM THE REPORT ON CLASSES CONDUCTED BY THE DANNEVIRKE HIGH SCHOOL BOARD OF GOVERNORS.

The following technical classes have been carried on:—

Plumbing class (Mr. F. W. Smith, instructor): This class has done very good work. Ten pupils entered for the City and Guilds of London Examination; of these eight passed the examination, while one took honours. From the same class seven pupils sat for the Wellington Technical Plumbing Examination, and all did well.

Carpentry and joinery classes: This class, which was carried on for three months (Mr. R. Gardiner, instructor), was at first strong and promised well, but it was impossible to continue it for more than the period named.

Dressmaking class (instructress, Miss Jean Lough): This class was held on Saturday afternoon. It was found that this time was very inconvenient, and it has been decided to change it to Wednesday afternoon.

Drawing and painting classes have been conducted very successfully by Miss Baker, both in Dannevirke and at Norsewood.

Woodwork class: This class, consisting of high-school boys, was held for two hours on Tuesday afternoons (instructor, R. Gardiner).

In June the Foresters' Hall was secured and fitted up for cookery classes. When the new technical buildings are completed it should be possible to start a larger number of technical classes, and to have the whole arrangement for conducting these placed on a better footing.

J. J. PATTERSON, Chairman.
A. GRANT, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Dannevirke by the Dannevirke High School Board of Governors.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	3	9	0	Salaries of instructors	147	5	9
Capitation on special classes	30	17	9	Lighting and heating	3	19	3
Buildings	882	1	0	Insurance	1	14	8
Furniture, fittings, apparatus	87	17	10	Rent	8	7	6
Fees	101	8	0	Materials for class use	19	0	8
From Hawke's Bay Education Board: balance of local Technical Fund	21	6	3	Furnishing hall for cookery classes	7	1	11
Sales of material	9	16	4	Lamps for woodwork and plumbing	3	6	0
Balance at end of year	123	0	3	Contracts (new buildings, additions, &c.)	936	18	2
				Architect	40	0	0
				Furniture, fittings, and apparatus	92	2	6
	£1,259	16	5		£1,259	16	5

A. GRANT, Secretary.

EXTRACT FROM THE REPORT ON CLASSES CONDUCTED BY THE GISBORNE HIGH SCHOOL BOARD OF GOVERNORS.

In conjunction with the Education Board of Hawke's Bay, school classes in woodwork (under Mr. Levey), cookery (Miss Lousley), and dressmaking (Mrs. Thomas) were carried on during the year, at which pupils from the following schools attended free of cost: Gisborne, Kaiti, Mangapapa, Makauri, Waerangahika, Ormond, Kaiteratahi, Te Karaka, Patutahi, Te Arai, Marataha, and Matawhero. The pupils as a whole appeared to enjoy the change from books to manual instruction. The work done was very satisfactory, and was favourably commented on by Mr. Isaac, Technical Inspector, who visited the school during the year. The instruction in dressmaking appears to appeal most strongly to the girls and their parents, owing probably to the fact that at the end of the session each girl is able to take home a finished article, which she has cut out and finished herself. The work done by the girls from each school is forwarded to the headmaster, who invites the parents to visit the school and inspect all the garments, and the reports furnished the Secretary by the masters show that the mothers are well pleased with the instruction given. In woodwork the senior boys made some very useful articles, which they were allowed to take home with them. Special classes in English, book-keeping, typewriting, shorthand, vocal music, woodwork, and wood-carving were also carried on, the attendance at some of which was rather disappointing. It seems a pity that parents and young people do not realise more fully the advantages to be gained by attending these classes. Our thanks are due to the various teachers for their attention, often under discouraging circumstances. The Borough Council again gave us assistance in the shape of a donation.

W. MORGAN, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Gisborne by the Gisborne High School Board of Governors.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	9	18	0	Salaries of instructors	271	9	0
Capitation on special classes	37	19	6	Office expenses (including salaries, stationery, &c.)	38	0	0
Subsidies on voluntary contributions	22	10	0	Advertising and printing	11	12	6
Fees	66	19	3	Lighting and heating	18	19	1
Voluntary contributions	20	0	0	Material for class use	43	14	3
Transfer from Secondary Account High School	103	10	0	Caretaker and cleaning	29	6	6
Sale of material	3	0	10	Steamer-fare and Board of instructors	5	8	6
Received from Hawke's Bay Education Board	217	18	0	Sundry expenses	1	0	9
				Coach fares to and from classes	61	4	0
				Balance at end of year	0	16	0
	£481	10	7		£481	10	7

W. MORGAN, Secretary.

MARLBOROUGH.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Instruction in manual and technical subjects is now being given in most of the schools. The subjects most widely taught were brushwork and modelling in plasticine. Other classes carried on were woodwork, cookery, elementary agriculture, needlework, &c. The Board regrets to note the reduction of capitation on cookery classes, from 15s. to 12s. 6d., when an increase of 2s. 6d. was rather to be expected. In administering these classes even the largest Boards, such as Auckland and North Canterbury, find it necessary to make this part of our education system no longer free. Therefore it can be easily understood that the smaller Boards are likely to be seriously hampered by this reduction. This Board is of opinion that the time has arrived when the whole control of manual and technical school classes in each district should be placed in the hands of the respective Education Boards, the Government merely providing a grant based on the yearly average attendance.

Training of Teachers.—Saturday classes for teachers were held throughout the year, the subjects being cookery, agricultural chemistry, and, during the latter part of the year, singing.

EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS.

Handwork.—In fourty-four schools handwork of some description was undertaken. Plasticine modelling, crayon-work, brush drawing, bricklaying, tablet-designing, beadwork, carton-work, paper-folding, paper-cutting, blackboard drawing, gardening, physiology and first aid, cookery, woodwork, swimming. Gardening and brush drawing appear to be most interesting. Including eight gardens at private institutions, there are thirty-five school gardens in the district; some of these are as yet in their infancy. I feel sure they would improve and prosper if we could have more of the services of Mr. Bruce, our expert in agriculture. The result of our present poor resources is that Mr. Bruce is forced into a wasteful system of travelling over four education districts wherein his energies are dissipated in the mere act of locomotion. The fact that he is able to do so much as he has accomplished is greatly to his credit. Large centres and small centres are all given the same capitation in cookery and woodwork. Even so, the Cities of Auckland and Christchurch appear to be forced to make the children contribute 3s. per annum for cookery and 2s. for woodwork. If that is the experience of the larger towns it may be imagined that the treasurer of a small district has no sinecure. The Board has hitherto maintained these classes free, but it may yet require to make a charge similar to that of the larger centres.

Elementary handwork: In plasticine modelling several schools showed more freedom and delicacy and also more variety, as if the teachers directed less and supervised more, thus giving individuality freedom to develop. Designing in colours is improving. Brush drawing—As with the plasticine, more variety of treatment has developed, flat tinting, geometric design, and nature-study showing advancement. Bricklaying deserves more attention than it receives, comparatively few teachers appearing yet to appreciate the capacity for correlation with oral composition, plans and elevations in drawing, fractional and cubic measure and mensuration in arithmetic, elementary geometry, &c., that lie hidden in these harmless-looking blocks. Tablet-designing, beadwork, carton-work, paper-folding, paper-cutting, and blackboard drawing are not taught in many schools; but in several of these subjects very good work is produced by a few classes. Swimming has been taught at two schools, but capitation has not been claimed thereon, the registration not having been systematic. One head teacher says all his boys can swim. It would give them encouragement if he issued to them certificates as to the distance they can cover. This has proved a successful measure elsewhere. The Auckland Board gives the teacher of swimming three-fourths of the capitation. I recommend a trial of this species of encouragement. Physiology and first aid is not widely taught. The higher standards of the larger schools attend classes in woodwork and cookery. In some schools again the subject is discontinued for a year and then resumed. Gardening—This is greatly encouraged by prizes offered by various local bodies. During the past year several gardens have increased in area and improved in the measures adopted for comparing results. Woodwork and cookery—The schools in and around Blenheim, from as far away as Picton, sent pupils to these classes. The aggregate roll at school classes was 256, and the average number present 183. Registration—The registration in respect of some of these classes is very cumbersome, and is probably not a whit more effective than the ordinary school registration. In regard to school classes, except possibly those held in buildings away from their schools, there appears no reason why the ordinary school register should not be sufficient. Of late there is a tendency to make matters more complicated still, which means an enormous increase of work in the office as well as in the school. Needlework was taught as handwork in two schools in charge of sole male teachers. In these cases special teachers were employed.

Teachers' classes: Cookery—The average attendance was disappointing. It will probably improve during 1908 owing to the success of the candidates who sat for certificates from the City and Guilds of London Institute. Four candidates entered. One gained a first-class diploma and three gained second-class awards. Practical Agriculture and Agricultural Chemistry—After the receipt of a grant for apparatus and material, this class made good headway, and should prove very successful during 1908. A class in singing was also held. Under the amending Education Act of last session this class may now operate as a continuation class.

Owing to the departure of our instructress and difficulties in the way of arranging for a successor, our class in dressmaking did not proceed.

Technical and continuation classes: Classes were held in Blenheim in English, arithmetic, shorthand, book-keeping, woodwork, and cookery. The upper pupils of private schools round Blenheim were formed into technical classes for cookery and woodwork. At Canvastown classes were held in English, arithmetic, commercial arithmetic, commercial geography, and book-keeping.

Owing to changes in the staff the classes at Havelock did not proceed. Classes were instituted at Picton in English, arithmetic, and brush drawing. A number of pupils in these classes held during 1906 passed the examinations for Civil Service Junior and Civil Service Senior, in whole or part. Marlborough High School provided classes in woodwork and cookery. The total enrolment at cookery and woodwork classes of all descriptions was 209 and 152 respectively: total, 361. The average attendance was 139 and 112. In estimating these attendances it must be remembered that they include pupils some of whom have to walk two miles from their school to the technical school. Others come by train eighteen miles, and still others are country teachers who have more or fewer miles to traverse before reaching the train. We propose to hold a wood-carving and, if possible, a model-drawing class during 1908.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Blenheim, Canvastown, Havelock, and Picton

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	94	11	1	Salaries of instructors	113	19	1
Capitation on special classes	51	5	8	Advertising and printing..	4	9	5
Capitation on account of free places ..	10	5	9	Lighting and heating	3	11	3
Furniture, fittings, and apparatus ..	4	0	0	Material for class use	11	14	1
Fees	26	19	0	Cleaning	5	1	11
				Contracts (new buildings, additions, &c.) ..	12	13	4
				Architect, &c.	0	17	6
				Balance at end of year	84	14	11
	£187	1	6		£187	1	6

E. Hylton, Secretary.

NELSON.

Extract from the Report of the Education Board.

Great advances have been made in the district in regard to this important branch of education. The Nelson Technical School has been well supported during the year. Technical and school classes in agricultural chemistry and elementary agriculture, woodwork, cookery, and dressmaking have been held in some of the country centres; while in a large number of the public schools manual instruction has been carried on with every success. An exhibition of Technical School and public-school pupils' work, held in Nelson in December last, gave a splendid idea of the value of this important branch of education. During the year the Inspectors were appointed Superintendents of Manual and Technical Instruction, and the Board now takes this opportunity of expressing its appreciation of the very efficient manner in which they have carried out their duties. This remark also applies to the local Superintendents at Reefton and Westport. Owing to the great increase of work in this Department the Board has now appointed a Director of Technical Schools. The new building at Wakefield for technical classes was completed at the beginning of the year, and has proved suitable in every respect for its purpose. The Board regrets that up to the present the Department has not seen its way to authorise the erection of a similar building at Motueka, where equal demands seem to exist. A new building for technical classes at Westport has now been authorised, and plans are being prepared by the Board's Architect.

Extract from the Report of the Inspectors of Schools.

Handwork.—Handwork has been taken in forty-six schools, for the most part in a very satisfactory manner. A variety of branches has been undertaken, the chief being plasticine modelling, taught in twenty-seven schools; elementary agriculture, in twenty-six; elementary physiology, in fifteen; brush drawing, in twelve; and paper-folding, free-arm drawing, bricklaying, modelling in carton, and elementary physical measurements, in lesser numbers. These subjects of instruction have all been solely undertaken by the permanent teachers, with the exception of elementary agriculture, more fully referred to in another part of the report, which has been under the direction of a special instructor. Classes for cookery, dressmaking, and woodwork were also held at the larger centres. The number of pupils under instruction was—For cookery, 338; for dressmaking, 290; and for woodwork, 286.

A considerable extension of this branch of work has been made during the year, chiefly in the way of placing the facilities offered by our present technical schools within reach of schools in the adjoining neighbourhood. In making such arrangements we have carefully considered the interruption and loss of time in the ordinary school-work. To this end we have so organized the classes that pupils from all schools in the vicinity attend the Wakefield Technical School once a week for instruction in cookery, woodwork, and dressmaking; while the boys from Stoke and Richmond likewise attend the Technical School in Nelson for woodwork, and the girls are taught cookery and dressmaking at Richmond. The classes of boys and girls from any one school are away from it only one half-day each week, so that by this arrangement but little more school-time is occupied than if the pupils were instructed in their own schools. Dressmaking classes were inaugurated at Motueka, but want of a suitable building prevented any other technical classes being formed. When rooms have been provided at Westport we hope to see such an extension of the school classes in technical subjects as we have recorded above.

Classes for the instruction of teachers were again held in Nelson and Westport, the subjects taken up including drawing in its different branches, elementary geology, carton-work, cookery, woodwork, elementary botany, physics, chemistry, mathematics, and elementary physiology.

In addition to the usual classes that have been carried on in the Nelson Technical School for the past two years, classes in agriculture were held for the first time at Wakefield, Richmond, Motueka, and Nelson with a considerable amount of success. This class of instruction is, of course, as yet in quite the experimental stage. With the advantage of a chemical laboratory, for which the necessary grant has now been made by the Department, we look for a further development of this most important study. Science, apart from physiology and physical measurements, which are taken as branches of handwork, is taught in the form of physics or agricultural chemistry in but few schools; but we hope that the establishment of a chemical laboratory in connection with the Nelson Technical School will so educate and stimulate teachers that it will prove a veritable science workshop for the whole district.

EXTRACT FROM THE REPORT OF THE INSTRUCTOR IN AGRICULTURE.

Since my appointment in the end of October, 1906, under the combined Education Boards of Nelson, Marlborough, Westland, and Grey, I have been engaged in visiting schools, arranging for gardens, and conducting evening classes in elementary agriculture for farmers and a botany class for teachers on Saturdays. My yearly itinerary under the four Boards was arranged as follows: Six months in Nelson—viz., January, April, May, June, August, and November—three months in Marlborough, and three months in Westland and Grey. At the end of 1906 the number of school classes in elementary agriculture in Nelson District was five, two of which were recognised. During the past year the number has increased to twenty-five. At all these schools, with the exception of one, small gardens have been established. The work done during the year has been chiefly in fencing and breaking up the land, subdividing it into plots, planting and growing the vegetables usually found in a cottage garden. Each child has a plot of land, or more frequently a plot is shared by two children. The children are made responsible for the complete cultivation of these miniature gardens. Notebooks are required to be kept by the children containing records of the principal operations done in the garden, and observations on the growth of plants, and rough drawings of plant-members. As the gardens are only in course of formation failures must be expected, but in spite of the many difficulties to be contended against and inseparable from the earlier stages of the work the progress made during the short time is very satisfactory. The excellent collections of garden-produce staged by several schools for competition at the horticultural and agricultural shows in the district, and which succeeded in winning first and second prizes, is a good indication of the work accomplished. Experiments have been tried at several schools to show the effect of different kinds of manures on the growth of plants. This course is very promising, as there is a tendency in school gardening to subordinate the educational side of the work to the useful, the only aim being—as the common saying is—to have a fine show of vegetables and flowers. To grow plants under uniform and favourable conditions may become mechanical and of little educative value. I may here point out that the purpose of the garden is first as a means of education, and this should be kept steadily in view. Grow plants and grow them well, but vary the conditions under which they grow, so as to learn as much as possible from the growing of them. The methods employed to obtain the results are often of more importance than the results themselves. To make the garden effective as a means of education a continuous course of simple experiments on plant-life should be carried on by the children and accurately recorded. The habit of observation would be stimulated, and the exercise of the reflective powers on the results would have a beneficial and lasting influence on character. In April, May, and June evening classes for farmers and teachers were held once a week at Nelson, Richmond, Wakefield, and Motueka. The subjects dealt with were the chemistry of air and water, the most important constituents removed by various crops from the soil, and the properties of manures and their application to farm and garden crops. Experiments were performed to show the properties of the substances dealt with. The attendance at Wakefield (thirty) and Motueka (twenty-one) was good, but at Nelson (sixteen) and Richmond (fifteen) not so satisfactory. The interest taken in the subject by the students was of a very encouraging nature, and fully justified starting these classes. On Saturdays a course of eighteen lessons in elementary agricultural botany was given to teachers. A large amount of individual practical work was done in the examination of the common plants of the farm and garden. The class was large, forty being on the roll. The attendance was good at first, but owing to the class being held intermittently there was a falling-off near the end. The want of suitable accommodation, apparatus, &c., interfered greatly with the efficient working of these classes. Now that the erection of a laboratory in Nelson is assured, the students in science classes (teachers and others) will be afforded an opportunity of doing practical work, so essential to the proper understanding of all scientific subjects. A series of field experiments on the manuring of barley, hops, fruit-trees, and pasture was arranged with several farmers in the Waimea, the manures being supplied free by the Potash Syndicate of Australasia. Owing to the unfavourable weather-conditions the trials are only partially successful. The results are not available yet; however, the indications point to a fair increase in some of the barley and hop trials, and should thus be a valuable object-lesson to farmers in the neighbourhood. There are now in the four education districts over sixty school gardens in course of formation. The number of children receiving instruction in nature-study leading up to agriculture is approximately over a thousand. As the united education districts are so extensive, and I have to visit the different districts at fixed times, the work in any one is consequently intermittent and disconnected. To get the best results the school garden requires constant supervision. In conclusion, I tender my best thanks to the Inspectors for much valuable aid and advice, and to friends who have assisted the movement in a practical manner by giving prizes and other help, and to the teachers and children for their energy and enthusiasm, without which very little would have been achieved.

J. BRUCE.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Nelson, Richmond, Brightwater, Wakefield, Motueka, Westport, and Reefton.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	307	17	10	Balance at beginning of year	259	11	4
Capitation on account of free places	57	8	3	Salaries of instructors	726	10	0
Subsidies on voluntary contributions	40	0	0	Office expenses (including salaries, stationery, &c.)	20	0	0
Fees	214	1	3	Advertising and printing	15	9	8
Voluntary contributions	84	17	8	Lighting and heating	26	10	2
Special grant for teachers' classes	150	0	0	Insurance and repairs	7	17	9
Sale of material	3	17	0	Examinations, &c.	5	10	2
Balance at end of year	392	14	8	Material for class use	59	0	7
				Typewriter and supplies	10	16	10
				Refund fees	1	10	0
				Incidentals	6	3	6
				Furniture, fittings, and apparatus	111	16	8
	£1,250	16	8		£1,250	16	8

N. WILLIAMS, Acting-Secretary.

GREY.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

During the year considerable attention was devoted to classes for the training of teachers, classes being conducted in cookery, by Miss Irene Dillon; in agriculture, by Mr. James Bruce; in drawing, by Mrs. F. R. Creasey; and in wood-carving, by Mrs. F. C. Widdop. All were largely and regularly attended, and good work was accomplished. A special cookery class for adults was held, also two school special classes for children attending convent schools. Of school classes, several forty-hour courses in cookery were most successfully conducted, and attended with profit and advantage by over 80 per cent. of qualified school-girls in the Board's district. In school agriculture Mr. James Bruce did good work. In addition to instructing teachers in class, he visited the various schools, and as a result ten school agricultural classes have been established. Under tuition by Mr. Austin, two woodwork classes were carried on at the Technical School with gratifying results. Hand and eye work received considerable attention in the principal schools.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Greymouth by the Grey Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	130	5	3	Salaries of instructors	130	3	4
Fees	4	14	3	Advertising and printing	2	14	0
Balance at end of year	163	0	7	Lighting and heating	5	10	1
				Material for class use	59	14	7
				Caretakers and cleaning	28	7	6
				Coach-fares of country teachers attending classes	13	18	0
				Contracts (new buildings, additions, &c.)	18	6	3
				Architect, &c.	15	0	0
				Furniture, fittings, and apparatus	26	6	4
	£298	0	1		£298	0	1

P. F. DANIEL, Secretary.

WESTLAND.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

The Board endeavoured during the year to form special evening classes in practical chemistry, woodwork, commercial subjects, and instrumental drawing. The number of students offering was, however, insufficient in each case, and the only evening class in operation was one in cookery. It is, of course, not to be expected that in a comparatively small community an adequate number of students will be forthcoming. The previous success of the evening classes satisfied the immediate demand, and it is necessary to wait until a sufficient number of students accumulates.

The following is a statement relating to the various manual and technical classes held during the year: (1.) Elementary agriculture and school gardens: The instructor in elementary agriculture (Mr. J. Bruce) has, during the earlier part of the year, given instruction to twenty-five teachers. One week of the midwinter holidays was devoted to this purpose, in addition to two Saturday mornings. Under Mr. Bruce's direction five country schools have instituted school gardens, and the necessary work of preparation has been accomplished. (2.) Cookery: Two school classes and two special classes have been held for two quarters each, and, in addition, a class for teachers has been carried on for fourteen weeks. The total number of students was 107. The instruction was given by Miss Dillon, who was under engagement by the Grey and Westland Boards. The interest of the students was fully maintained, and the opportunity for practice in the art of cookery was much appreciated. (3.) The following school classes have also been in operation during the year: Woodwork (Hokitika), practical chemistry and physics (Hokitika), elementary agriculture (Arahura Road, Humphreys, Lower Kokatahi, Koiterangi, and Stafford), handwork (nine schools), needlework with extra teacher (three schools).

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Hokitika and Kumara.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	9	4	9	Salaries of instructors	112	12	6
Capitation on special classes	24	19	6	Office expenses (including salaries, stationery, &c.)	10	15	0
Capitation on account of free places	17	12	6	Advertising and printing	6	0	0
Material	15	12	0	Lighting and heating	5	13	0
Training of teachers	100	0	0	Material for class use	26	0	8
Fees	8	0	0	Travelling-expenses of teachers	29	5	10
Sales of material	10	19	4	Fees of teachers attending special classes	3	0	0
Balance at end of year	22	13	11	Furniture, fittings, and apparatus	15	15	0
	£209	2	0		£209	2	0

A. J. Morton, Secretary.

NORTH CANTERBURY.

Extract from the Report of the Education Board.

The report of the Director, Mr. J. H. Howell, contains a comprehensive survey of the progress made during the year in manual training (cookery and woodwork). Among other matters the report deals with the questions of accommodation, staff, travelling arrangements, classes, and exhibition of work. With the provision of a centre at the Normal School, which the Department has recently authorised, the accommodation for classes in cookery will be complete; as regards woodwork, the Director points out that it will probably be necessary before long to provide another centre. The arrival of Mr. E. Wentzel and Miss M. Evans, both highly qualified instructors, has materially strengthened the staffs, which are now adequate for the large number of pupils receiving instruction. The concessions in fares made by the Christchurch Tramway Board having removed one of the chief difficulties which suburban schools had to contend with, it is hoped that in the coming year a considerable increase in the numbers from these schools will be shown. The classes carried on by the School of Domestic Instruction have been taken over by the Christchurch Technical Classes Association, which body has become responsible for the payment of rent not provided by the Department, towards which this Board has agreed to pay each year the sum of £50.

The noticeable progress made in technical instruction is shown in an appended report on the work of the Christchurch Technical Classes. The erection and equipment of suitable rooms and workshops has been followed by a very large increase in the attendance; the provision now made for the instruction of pupils in technical subjects is of the best, and the members of the Association and its Director are to be congratulated on the bright prospects attending their labours.

In addition to the work carried on under the supervision of the Board's Director, a good deal of attention has been given to cookery and woodwork by the several associations and committees formed to further manual and technical instruction at the several outlying centres, where classes in dressmaking, wool-sorting, shorthand, and typewriting have been held. The reports on the work done at these centres are appended. In elementary agriculture and school-garden work, both theoretical and practical, steady progress has been made. The Board's instructor, Mr. G. Rennie, has conducted Saturday classes throughout the greater part of the year, and has visited most of the schools in this district in order to encourage teachers to take up the work. In spite of the unfavourable seasons of the last two years, experimental work has been carried on at quite a number of schools. In the month of December a "school-garden competition" was held, the first and second places for the best-kept garden and the greatest variety of well-grown flowers having been awarded to the Malvern and Spreydon Schools respectively, Ashburton being third, and Bushside fourth. At an exhibition of school-garden products held recently the following schools were successful: Malvern, Spreydon, Springston South, and Templeton.

Extract from the Report of the Director of the Christchurch Technical College.

General.—The past year has been the most eventful one in the history of this institution, marked as it has been by the opening of the new buildings of the Technical College, the foundation of the Technical Day School, and the amalgamation of the Technical College with the School of Domestic Instruction. Our work has naturally been considerably disturbed by the changes which have taken place, and it is only now that we can be regarded as making a fair start. In spite of the most unfavourable conditions under which we were working in the Canterbury Hall during the first half of the year, I have to report that steady progress has been made. In the year 1905 the total of class entries for the last term was 420; in 1906, 570; in 1907, omitting the entries at the Day School and the School of Domestic Instruction, it was more than 900—a gain of over 100 per cent. in two years, and over 60 per cent. in the last year. Including those of the Day School, the number of entries was more than 2,000. The number of students on the roll during the last term of 1905 was 166; the last term of 1906, 283; the last term of 1907, exclusive of the Day School and School of Domestic Instruction, 535, and inclusive of the Day School, 638. The total number of entries during the year at the School of Domestic Instruction was as follows: Cookery, 283; dress-cutting, 137; millinery, 10; laundry-work, 14: making a total of 444.

Buildings.—Though the buildings were by no means completed by the time when arrangements had been made to start the Day School, sufficient rooms were made ready to allow this to be done, and shortly after the evening classes were transferred to the new buildings. The College was formally opened by the Minister of Education on the 6th September, in the presence of a large gathering of representatives from the public bodies of the district. A third workshop for instruction in fitting and turning will shortly be erected. Towards the end of the year 1906 the representatives from the public bodies of Christchurch resolved with practical unanimity that the North Canterbury memorial to Mr. Seddon should take the form of additions to the Technical College. Subscriptions have so far been received amounting to about £630, and it is hoped that this may still be increased. With the Government subsidy the amount available is approximately £1,250, and, whilst this does not cover the cost, the Board is proceeding with the erection of an Assembly Hall, 70 ft. by 34 ft., which will be of very great value for our school assemblies, public meetings, physical-culture classes, and as a reading-room for evening students. This will be known as the Seddon Memorial Hall.

New Classes. — New evening classes were started last year in carriage-painting and signwriting; and the entries for these—namely, fifteen and twenty-one respectively—form a sufficient justification for their formation.

Trades Department.—With the exception of two classes there has been a marked improvement in the trades department, especially in wool-classing and cabinetmaking. As regards the former, the Board has again been under great obligations to Mr. Walter Hill for generously supplying all the wool required throughout the session; but the class has been carried on under serious disadvantages for lack of proper accommodation. It is hoped that a room, properly equipped, will soon be provided for this most important work. When the State of Victoria, whose total wool-production is considerably less than that of New Zealand, has set apart a spacious building for technical instruction in the handling of wool, it is surely desirable that in this province, where wool is by far the most important product, and where farmers are becoming alive to the value of technical instruction, proper facilities should be available. The classes in cabinetmaking, which started in the middle of 1906 with two students, had forty-one entries last term, and we are anticipating such an increase this year that instruction on two additional evenings has been arranged for. The shop is now equipped with the woodworking machinery which came to hand in September, and was erected by the students under the direction of the instructor. An attempt was made during the year to revive the class in tailor's cutting, but the support given was insufficient to justify its continuance. Unless the attendance at the coachbuilding class improves during the present session this class also must be dropped, though it would be to the very great regret of the Board, which recognises how important the trade is to Christchurch, and how much its young workers need thorough technical instruction. Messrs. Boon and Moor, who kindly acted as honorary examiners to this class, said in their report, "We think something should be done by Parliament to amend the Apprentices Act, making it compulsory that apprentices should attend classes where there is a technical institution within the district where they are employed. In the coachbuilding trade there is a scarcity of competent workmen, employers finding it harder every year to get enough competent men to carry out their orders. We believe that if something is not immediately done in the matter workmen will have to be imported." This is giving expression to what seems a general feeling not only among the masters, but among the more thoughtful of the workers who have the future interests of the country at heart. The idea that the education of the child should stop at thirteen or fourteen is fast becoming in its turn as antiquated as the previous notion that for children who were to be manual workers education of any kind was not only unnecessary but harmful; and the next extension of our system must be in the direction of making education compulsory up to the age of sixteen or seventeen. It is desirable not only in the interests of the country, but of the individual: for the employment of four to six hours a week in self-improvement must tend to moral as well as to material welfare.

An important innovation this year in the trades department was an examination of the students' work at the end of the session by gentlemen unconnected with the College, who are especially well qualified to judge. Mr. Walter Hill very kindly examined the wool-classing, Messrs. Pearce and Stubberfield the carpentry and joinery, Messrs. Black and Southworth cabinetmaking, Messrs. Taylor and Colville plumbing, Messrs. Boon and Moor coachbuilding, Messrs. Gapes and Price signwriting, Messrs. Brabner and Hathaway carriage-painting. It is a matter of great value to the students and of great satisfaction to the Board to have had this work appraised independently by gentlemen of such high standing, and we are very grateful to them for devoting to it so much time and care.

Commercial Department.—Turning to the commercial department, the improvement has been no less marked, and that not only in the number of the students, but in the regularity of attendance and the standard of the work done. The credit of this is mainly due to the staff of highly qualified and earnest teachers which the Board has been fortunate enough to secure, but also in part to the greater length of the courses which the students are taking up. The liberal concessions which the Board has made to those who join for the whole session has induced the majority of them to enter upon a systematic course. I hope that before long there will be no students joining for one term only.

Day School.—The department of our work to which we look as the foundation of future success is our Technical Day School. This opened in the middle of last year with fifty-six pupils, and the numbers soon increased to over a hundred. Industrial, agricultural, domestic, and commercial courses have been arranged, and, with the exception of the agricultural course, the numbers are satisfactorily distributed. The scholars attracted by the school are in earnestness and good conduct decidedly above the average; and we anticipate with confidence that a sound foundation will here be laid for the more purely technical instruction to be given later.

J. H. Howell, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted at the Christchurch Technical College by the Christchurch Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	247	0	1	**Salaries of instructors**	1,626	16	8
Balance from School of Domestic Instruction	20	17	4	**Office expenses (including salaries, stationery, &c.)**	288	15	9
Capitation on associated classes	651	2	0	**Advertising and printing**	88	0	10
Capitation on account of free places	340	1	8	**Lighting, heating, and cleaning**	170	4	4
Buildings	6,128	7	10	**Insurance and repairs**	22	6	3
Rent	139	10	0	**Rent**	123	9	4
Furniture, fittings, and apparatus	1,270	16	7	**Material for class use**	93	18	0
Material	95	6	2	**Purchase of books, &c., for students**	137	4	2
Subsidies on voluntary contributions	525	8	0	**Contracts (new buildings, additions, &c.)**	6,085	1	4
Fees	366	19	3	**Architect, &c.**	105	6	9
Voluntary contributions	275	19	0	**Furniture, fittings, and apparatus**	1,682	9	0
Deposits	11	10	0	**Balance at end of year**	493	3	5
Seddon Memorial Fund	613	4	10				
Prize Fund	9	19	6				
Sales of books, &c., to students	126	3	4				
Lighting and cleaning	1	0	0				
Working-expenses	2	18	3				
Sundry sales	27	18	0				
Received from School of Domestic Instruction	62	14	0				
	£10,916	15	10		£10,916	15	10

JAMES HIGHT, Chairman } of Managers.
JOHN H. HOWELL, Secretary }

Statement of Receipts and Expenditure for Nine Months ending 12th October, 1907, in respect of Associated Classes conducted at the School of Domestic Instruction.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	68	4	8	**Salaries of instructors**	337	16	8
Capitation on associated classes	77	3	6	**Office expenses (including salaries, stationery, &c.)**	61	11	4
Rent	125	0	0	**Advertising and printing**	8	6	6
Furniture, fittings, and apparatus	18	9	4	**Lighting and heating**	42	4	0
Material	85	2	9	**Rent**	100	0	0
Fees	146	7	3	**Material for class use**	150	12	1
From North Canterbury Education Board—				**Petty cash**	10	0	0
Capitation on teachers' classes	3	10	0	**Bank charges and cheque-books**	1	1	0
Capitation on school classes	183	10	7	**Furniture, fittings, and apparatus**	22	4	1
Sales of material	46	7	5	**Balance at end of year**	20	17	4
Hire of room for examination	0	17	6				
	£754	13	0		£754	13	0

[NOTE.—The classes of the School of Domestic Instruction were taken over by the Managers of the Christchurch Technical College in October, 1907.]

O'BRYAN HOARE,
Chairman and Secretary of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE ASHBURTON ASSOCIATED CLASSES.

The following are the averages of class entries for the year ending 31st December, 1907:—Technical classes: Dressmaking, 48; cookery, 21; carpentry and joinery, 9; building-construction, 7; wool-sorting, 22. Continuation classes: Shorthand, 14; book-keeping, 7. School classes: Cookery, 102; woodwork, 113.

During the year the average attendance on the whole was good, and the interest generally was well maintained throughout the year. The roll-number in many of the classes would have been much larger if the school had been more centrally situated. One of the rooms is used for woodwork, another for cookery, and the third—the smallest of the three—for all other subjects. The lighting and ventilation of this room leave much to be desired, and the shingle roof of the cookery and general rooms is so old that during the last two summers myriads of insects have been falling from it, causing great inconvenience. Classes have been held in the smallest room every evening of the week but one, and next year on that evening classes will be held in English and arithmetic. No other classes can be held in 1908, as no other room is available. Owing to the kindness of Messrs. Friedlander Bros. (Limited) in lending the loft of one of their grain-stores, a class was held in wool-sorting. Though an evening class in this subject would be well attended, it cannot be held, as no room lit with gas or electricity is available. This year, in the second term, an afternoon class in dressmaking was started at Hinds, and during the third term an evening class was also started. In both these classes the pupils worked with great enthusiasm.

I am glad to bear testimony to the generous attitude towards technical training taken by the various public bodies in the district, notably by the County Council and the Borough Council. The latter body has for years past been contributing to the funds of the association, and some years ago it offered for a technical school an excellent site near the Council Chambers—an offer that is still open. There is no doubt that every one in the district interested in technical education recognises that a mistake was made in accepting for a technical school the old buildings discarded by the High School Board. A new school on the site offered by the Borough Council is inevitable if technical education is to advance as it is doing in other towns of the Dominion.

J. McLEOD, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Ashburton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	148	3	0	Salaries of instructors	275	4	1
Capitation on associated classes	65	2	6	Office expenses (including salaries, stationery, &c.)	56	1	10
Rent	2	5	0	Advertising and printing	10	18	6
Material	9	9	6	Lighting and heating	13	10	2
Subsidies on voluntary contributions	80	17	0	Insurance and repairs	12	6	9
Fees	93	10	9	Examinations, &c.	1	18	4
Voluntary contributions	18	2	0	Material for class use	29	18	6
Examination fees	1	5	0	Setting and sharpening saws	1	7	6
Proceeds cookery sales and demonstrations	22	6	0	Cleaning	16	3	0
Sales timber	2	6	9	Rail-fares for dressmaking instructor	8	1	0
Admission to breaking-up ceremony	2	5	6	Contracts (new buildings, additions, &c.)	24	3	1
From North Canterbury Education Board—Capitation, school classes	131	6	0	Furniture, fittings, and apparatus	49	11	5
				Balance at end of year	77	14	10
	£576	19	0		£576	19	0

HENRY DAVIS, Chairman } of Managers.
J. McLEOD, Secretary

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE LYTTELTON ASSOCIATED CLASSES.

During the year 1907 school classes for instruction in cookery and woodwork, and an adult class for dress cutting and making were conducted at Lyttelton. The school classes were well attended throughout the year, and although the attendance at the dress-cutting class kept up well at first, the average fell rather seriously towards the close of the year. Owing to removal from the district the Committee suffered the loss of the services of Mr. F. W. Sandford, the instructor in woodwork, but were exceptionally fortunate in securing in his stead the services of Mr. W. Bridge, another capable instructor. The two school classes, cookery for the girls and woodwork for the boys, are filling a most pronounced want, and very pleasing results are being attained.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Lyttelton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	30	5	8	Salaries of instructors	52	18	0
Rent	40	0	0	Office expenses (including salaries, stationery, &c.)	1	4	9
Subsidies on voluntary contributions	10	0	0	Advertising and printing	8	10	0
Fees	5	15	0	Lighting and heating	2	9	2
Voluntary contributions	10	0	0	Rent	40	0	0
From North Canterbury Education Board—Capitation, school classes	42	7	6	Material for class use	5	11	8
				Cleaning	8	16	0
				Balance at end of year	18	18	7
	£138	8	2		£138	8	2

S. R. WEBB, Chairman } of Managers.
G. LEWIN Secretary

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE RANGIORA TECHNICAL CLASSES ASSOCIATION.

The Managers have much pleasure in reporting that, considering the unfavourable conditions under which the classes have to work as regards the building in which the classes are held, very satisfactory work has been done in various subjects. The dressmaking classes have been very well attended, and thorough practical work has been carried out under the instruction of Miss Gillies. In cookery the school class is a very large one; the evening class has not been so well attended as in the previous year. The typewriting and shorthand classes have been fairly well attended. The Managers regret that owing to want of accommodation no class for boys in woodwork has yet been commenced.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Rangiora Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on associated classes	79	16	3	Balance at beginning of year	0	6	5
Fees	46	3	0	Salaries of instructors	108	0	0
From North Canterbury Education Board—Capitation, school classes	21	4	11	Office expenses (including salaries, stationery, &c.)	0	9	6
Balance at end of year	0	3	11	Advertising and printing	4	6	6
				Lighting and heating	2	0	3
				Rent	4	0	0
				Material for class use	4	12	2
				Board and lodging of instructors	14	1	3
				Caretaker	9	0	0
				Bank charges	0	12	0
	£147	8	1		£147	8	1

JAS. CARMICHAEL, Chairman } of Managers.
JAMES MARSHALL, Secretary

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE BANKS PENINSULA ASSOCIATED CLASSES.

During the year the following technical classes were held: Cookery, 13 pupils; dressmaking, 20 pupils; wool-sorting, 28 pupils; woodwork, 16 pupils. Thirty-one school-children also received instruction in cookery.

Dressmaking and wool-sorting classes have been added this year, and shorthand and book-keeping discontinued. To teach wool-sorting the instructor has come weekly from Christchurch. The class has been a most successful one, as the students took a very keen interest in the work. Much permanent good must accrue to the peninsula from the knowledge of wool gained at this class.

The dressmaking class has been very ably conducted, and when a more suitable room has been obtained no doubt the number in the class will increase.

In the cookery classes the instructor deserves the greatest credit for persevering with the work under most disadvantageous circumstances. The class is still being conducted in the building which Mr. Isaac, the Inspector of Technical Schools, reported last year as being totally unsuited for the work. In the woodwork class seven school boys were allowed to attend as free pupils.

We again recommend the Association to ask the Managers to persist in urging the Education Department to make a grant for a new building, as it is absolutely impossible for the classes to continue a success under present conditions. Mr. E. E. Le Lievre has informed the Managers that unless a definite reply has been obtained from the Education Department *re* the new building before the 1st April, 1908, he will withdraw his offer of a site.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Banks Peninsula Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	91	7	8	Salaries of instructors	68	0	0
Capitation on associated classes	38	14	4	Office expenses (including salaries, stationery, &c.)	0	19	1
Rent	26	7	0	Advertising and printing	4	10	3
Fees	43	5	0	Lighting and heating	3	17	0
Sales of material	6	15	8	Insurance and repairs	0	17	6
Charts sold	12	2	6	Rent	20	3	0
Received from Education Board	10	10	0	Material for class use	20	6	10
				Charts for dressmaking class	11	15	2
				Plumbing, cookery-room	7	12	6
				Cleaning	2	18	0
				Bank charge	0	10	0
				Balance at end of year	92	12	10
	£229	2	2		£229	2	2

J. D. BRUCE, Chairman } of Managers.
ALEX. GRAY, Secretary }

EXTRACT FROM THE REPORT ON SPECIAL CLASSES AT KAIAPOI.

The Committee reports that during the year ending 31st December, 1907, classes were held for instruction in wood-carving, dressmaking, cookery, wool-classing, woodwork, and shorthand. The attendances have been good, and the interest taken by pupils is very gratifying to the Committee. Also, the school classes in woodwork and cookery are excellent, and the progress made by the pupils is very satisfactory.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Kaiapoi.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	81	18	4	Salaries of instructors	112	17	0
Capitation on special classes	45	0	0	Office expenses (including salaries, stationery, &c.)	12	19	0
Rent	36	10	0	Advertising and printing	2	6	6
Furniture, fittings, and apparatus	4	9	0	Rent	36	10	0
Fees	35	5	0	Material for class use	12	13	4
				Apparatus	7	7	9
				Bank charges	0	10	0
				Prizes	5	0	0
				Balance at end of year	12	18	9
	£203	2	4		£203	2	4

CHARLES ALLARD, For Secretary.

EXTRACT FROM THE REPORT ON SPECIAL CLASSES AT LINCOLN.

In the earlier portion of the year some difficulty was experienced, owing to the incomplete equipment of the workshop, but the boys were employed as regularly as possible up to the 28th May, by which time everything was in order. Since then, with a little extra pressure towards the end of the term, the sixty hours' work required to qualify for capitation has been accomplished. The attendance has not kept up to its early promise, the average for the three periods into which the year has been divided being—first, 14; second, 13; third, 11. The boys from the secondary department, for whom the subject is compulsory, attend on the whole very well, but the same cannot be said of a number of those in the primary department. One trouble has been the lateness of the hour in the winter months; but next year I propose to get the bulk of the work counting for capitation done while the evenings are fairly long.

On the whole good progress has been made by the pupils, and in the case of a few of the apter boys the results are very gratifying. It was, of course, inevitable that some of the boys, who eagerly joined the class for the sake of its novelty, should find the work it entailed become irksome; but, while that cannot be recognised as a valid excuse for giving it up, there is no doubt that it is for that reason that several have discontinued attending. The work done has been, of course, on the lines of the proposed programme, and has been carried out with the view of making the course as educational as possible. In addition to what may be called the most evident aspect of the subject—that is to say, the handling of tools and the elementary processes of woodworking—lessons have been given in drawing, on the construction of the tools, and on the growth and seasoning of timbers, so as to develop as far as possible powers of observation and reasoning. To impart a certain amount of practical knowledge that may be useful is an important part of the scheme, but to limit the efforts of the class to that alone is to leave out features which, if not so showy, are equally important. I am pleased to say that the boys have treated tools, &c., with great care, and that the whole of the equipment is in good order. Our thanks are due to Mr. W. Bartram for a number of specimens of New Zealand timbers. These, as soon as time allows, will be mounted, so as to be readily available for study.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Lincoln.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	34	17	9	Salaries of instructors	28	0	0
Buildings	68	10	0	Advertising and printing	0	10	0
Furniture, fittings, and apparatus	65	13	5	Rent	2	10	0
Subsidies on voluntary contributions	10	0	0	Contracts (new buildings, additions, &c.)	68	10	0
Fees	13	0	0	Furniture, fittings, and apparatus	66	9	6
Voluntary contributions	10	0	0	Balance at end of year	41	1	8
	£202	1	2		£202	1	2

CHARLES ALLARD, For Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Southbridge.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	41	3	3	Salaries of instructors	30	10	0
Capitation on special classes	28	4	6	Advertising and printing	1	3	3
Fees	3	2	6	Rent	3	0	0
				Bank charges	0	5	0
				Balance at end of year	37	12	0
	£72	10	3		£72	10	3

CHARLES ALLARD, For Secretary.

EXTRACT FROM THE REPORT ON THE SPECIAL CLASSES AT LEESTON AND DOYLESTON.

There were three terms of the woodwork classes, with an average attendance of eleven pupils, making a total attendance of 519. The ironwork class was carried on for one term, but as the attendance was low it was discontinued. The dressmaking and cutting classes were held for two terms. The attendance was good, and the work consisted of cutting out from patterns and making up of pupils' material, and instruction in the use of the sewing-machine.

The income during the year was £127 13s. 5d., and the expenditure £89 1s. 2d., leaving a balance of £38 12s. 3d.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Leeston and Doyleston.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	42	17	2	Salaries of instructors	64	12	0
Capitation on special classes	34	12	3	Office expenses (including salaries, stationery, &c.)	3	0	0
Rent	2	0	0	Rent	4	0	0
Furniture, fittings, and apparatus	3	12	0	Material for class use	6	19	2
Subsidies on voluntary contributions	20	0	0	Voluntary contribution paid to Education Board (to be refunded)	10	0	0
Fees	0	14	6	Bank charge	0	10	0
Voluntary contributions	23	17	6	Balance at end of year	38	12	3
	£127	13	5		£127	13	5

H. C. LANE, Secretary.

EXTRACT FROM THE REPORT OF THE CHAIRMAN OF THE BOARD OF GOVERNORS OF CANTERBURY COLLEGE.

School of Engineering, Electricity, and Technical Science.

The number of individual students attending lectures was 191, an increase of 19 per cent. as compared with the 160 names on the books in 1906. Throughout the session twenty-eight lectures were given per week, and instruction in drawing, laboratory, and field-work occupied 138½ hours, the total instruction hours in each week being 166½.

The following new courses of instruction were initiated: (1) Principles of civil engineering; (2) technical chemistry; (3) electrical engineering, alternating current, lectures and laboratory practice; (4) elementary applied mechanics, laboratory practice; (5) elementary strength of materials, laboratory practice.

At the University examinations in 1906, 3 students passed the final examination for the degree of Bachelor of Engineering; 6 passed part of the second examination, 2 completed the first examination, and 3 part of the first examination. At the Associateship examinations of 1907, 1 student passed the final examination for the Associateship in Mechanical, and 1 student that for the Associateship in Civil Engineering. The passes in the subjects of the Associateship course taught in the School of Engineering were: Electricity and magnetism, 6; freehand mechanical drawing, 5; descriptive geometry (advanced), 3; steam-engine (elementary), 4; steam-engine (intermediate), 3; steam-engine (advanced), 1; applied mechanics, 5; mechanics of machinery, 7; hydraulics, 6; mechanical drawing (second year), 3; strength of materials (elementary), 6; strength of materials (intermediate), 2; strength of materials (advanced), 2; theory of workshop practice, 1; surveying (elementary), 3; building-construction, 2; principles of civil engineering, 2; electrical engineering (intermediate), 1. In electricity and magnetism 14 students qualified on the pass, and 1 student on the advanced electricity papers. Associateship students taking subjects outside their regular courses attended lectures, passed examinations, and obtained certificates in—surveying (elementary), 1; surveying (advanced), 1; electrical engineering (advanced), 1; electrical drawing (stage 3), 1.

One hundred and thirty certificates were awarded to students who attended evening lectures and passed examinations in the subjects named: Freehand mechanical drawing, 6 first-class and 17 second-class certificates; descriptive geometry and setting-out work, 16 first-class and 9 second-class certificates; mechanical drawing, section 1, 5 first-class and 10 second-class certificates; mechanical drawing, section 2, 4 first-class and 5 second-class certificates; mechanical drawing, section 3, 1 first-class and 3 second-class certificates: electrical drawing, 1 second-class certificate; steam-engine (elementary), 9 first-class and 6 second-class certificates; steam-engine (advanced), 1 second-class certificate; applied mechanics (elementary), 8 first-class and 5 second-class certificates; strength of materials (elementary), 5 first-class and 3 second-class certificates; theory of workshop practice, 1 first-class and 1 second-class certificate: electricity (elementary), 3 first-class and 5 second-class certificates; electrical engineering (elementary), D.C., 2 first-class and 1 second-class certificates: electrical engineering (elementary), A.C., 2 first-class certificates; surveying (elementary), 1 second-class certificate.

The most important event of the year, as far as the school was concerned, was the recognition of its University courses by the Institution of Civil Engineers. Completion of a course in mechanical, electrical, or civil engineering at the School of Engineering, and obtaining the University degree in the subject, now exempts the holder from sitting for the institution's examinations for associateship membership. At the date of this recognition McGill was the only other university outside of Great Britain on which this honour had been conferred.

An exhibit illustrating the work of the school was placed in the New Zealand International Exhibition. This exhibit was awarded five gold medals — one for apparatus designed (at the school) for teaching applied mechanics, one for apparatus for teaching electrical engineering, one for students' original drawings and designs, one for samples of tested materials, one for a collection of New Zealand building-stones prepared by the lecturer in geology and the professor in charge.

During the year tests were carried out for the Government and private firms and companies on steel plates, building-stones, bridge-plates and bolts, cement, bricks, drainpipes, coals, and timbers.

Some valuable donations were made to the school. The Government presented the engines, boiler, and machinery of a second-class torpedo-boat; Mr. Julius, B.Sc. Eng., an old student, as the representative of the Government of Western Australia at the Exhibition, several samples of hardwood, and reports of tests made by him of the timbers of Australia; Mr. Durie, representative of the Government of New South Wales, several framed photographs; and Mr. Palmer, of the Palmer Engineering Company, Wellington, another old student, a full-size model of a Nathan injector.

During the year the hydraulics laboratory was completed, and a water-supply brought in by connection with the artesian well at the Boys' High School.

The main measuring-tank was constructed, and a high-lift turbine pump with 40-horse-power motor erected.

These works form the first instalment of the full-sized equipment for the practical investigation of hydraulic problems, which will be completed by the addition of overhead tanks and weirs, high and low pressure pipe ranges, a 10-horse-power Pelton wheel, a 15-horse-power Thompson's turbine, a 15-horse-power low-fall turbine, an accumulator, a venturimeter, an experimental tank, and numerous measuring appliances. Two overhead travellers were designed. These have been constructed and put in place in the laboratory by a local firm. On the side reserved for internal-combustion motors a 12-horse-power National and a 10-horse-power Trusty engine have been erected. The former has been connected to a Dowson suction producer plant, and air and gas meters and other appliances have been installed, and so arranged that everything going into and coming out of either of these engines can be accurately measured. The whole of the plant of the school has been carefully upkept, and is in excellent order. The following new apparatus has been procured: A set of models, purchased from the exhibit of Mr. G. Cussons in the New Zealand International Exhibition, including wrought-iron tank, corner-riveted; gusset stay, riveted; detail of N girder, riveted; stay for crown of locomotive firebox; Corliss valve and valve-seating; sectional model of steam-engine, with valves and valve-diagram apparatus; slide-valve, with spindle; sectional model of Meyer gear; section of cylinder; Willans engine (working model); eccentric in section; box coupling; hydraulic-pipe joint; mansard roof; oxygen cylinder and fittings; Nathan injector; two platform scales; gas-engine indicator gear; air-reservoir; two overhead travellers (built to College designs); laboratory table and cupboards; flasks and glassware, thermometers. A model of a screw propeller, arranged to show the phenomenon of cavitation, and a model to illustrate the gyroscopic control of rolling motion, were designed and obtained locally. An experimental gas-meter and experimental air-meter; a 2-horse-power electric motor and resistances; 1 wattmeter, 5 ammeters, 4 voltmeters; a commutator model; wooden armature model; *x*-ray apparatus; switch-frame; lenses; fuse-blocks; resistances; Carden voltmeter and galvanometer for alternating-current work; thirty diagrams; 180 lantern slides; and a complete set of apparatus for the teaching of technical chemistry.

Mr. S. Steele, an old student of the school, who occupied the position of demonstrator, having resigned to take up the appointment of lecturer in engineering at the Wanganui Technical School, Mr. R. J. McKay, another past student, was appointed in his place. Mr. P. H. Powell, M.Sc., M.Eng., having completed the term of his engagement as lecturer and demonstrator in electrical engineering, was reappointed as lecturer in that subject. Mr. G. P. Williams, M.Inst.C.E., and Mr. A. D. Dobson, each for the first time, gave a course of lectures in branches of civil engineering.

ROBERT J. SCOTT, M.I.C.E., M.I.M.E.,
Professor in Charge.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907.

Receipts.	£	s.	d.
Contribution from Museum, Library, and School of Technical Science Endowment	800	0	0
Contribution from superior-education reserves (College)	890	0	0
Government grants—			
For specialisation in engineering	2,000	0	0
For technical classes	302	3	6
For furniture, fittings, and apparatus	232	15	0
For material	54	0	0
Towards cost of hydraulic laboratory	928	5	0
Students' fees	851	5	0
Students' fines	0	17	0
Testing fees	48	10	0
Associateship certificates, &c.	2	7	0
Sale of slide-rules to students	12	12	0
Refund from General Electrical Company (England)	2	16	8
Interest	49	18	0
	£6,175	9	2

Expenditure.	£	s.	d.
Balance, 1st January, 1907	260	17	9
Salaries	2,175	5	8
Instruction in surveying and civil engineering	235	11	8
Rent of building (College)	193	18	4
Exhibitions	40	0	0
Contribution towards expenses of Registrar's office	120	0	0
Gas and electric lighting	108	9	1
Insurance	25	8	5
Printing, stationery, and stamps	88	13	10
Advertising	19	0	9
Fuel (coal and gas)	10	6	5
Laboratory stores	25	13	10
Cleaning machinery	140	17	2
Experimental work and apparatus (mechanical)	97	1	0
Experimental work and apparatus (electrical)	145	1	2
Stores and chemical (electrical)	19	5	8
Upkeep of plant, repairs to machinery	65	19	11
General expenses	23	8	8
Apparatus, hydraulics, &c.	419	15	8
Making watertight roof of hydraulic laboratory	59	0	4
Technical chemistry lectures (College)	75	0	0
Technical chemistry lectures (apparatus)	55	6	10
Share of rent of section in Hereford Street	20	0	0
Ventilation of electrical laboratories	20	17	8
Expenses of exhibit, New Zealand International Exhibition	43	11	0
Professor Scott, share of testing fees	26	17	6
Balance	1,660	1	3
	£6,175	9	2

SCHOOL OF ART.

I have the honour to report that the year 1907 has been notable as the first in which junior free day students have been admitted to the school. At the beginning of the year some thirty-five students joined the classes under the Government regulations for free places. Each of these students took up a specified course of art instruction, and attended the school for twenty-seven hours each week throughout the session. This experiment proved highly satisfactory, both from an educational and financial standpoint. The attendance of these students was very satisfactory, and their work exceedingly creditable. I look upon this scheme as being a means of supplying the advanced classes of the school with a number of students whose elementary training has thoroughly fitted them to benefit to the full by such instruction as is now available in the life, landscape, architectural, and artistic crafts departments. These students are entitled to two years' instruction as junior and three years' as senior free scholars, providing they pass the annual examinations of the school. It is therefore possible for the first time to have thoroughly carried out a graduated course of instruction extending over a period of five years; hitherto the drawback to such courses of instruction has been the difficulty in getting students to remain long enough at the school to properly benefit by the instruction. During the year several advanced students have obtained positions as designers and draftsmen; one student was appointed assistant art master at the Elam School of Art, Auckland, and several other students have received appointments in smaller schools. The number of letters I have received from managers of technical schools and classes in various parts of the Dominion, asking me to recommend art and craft teachers, proves that the school is being recognised as a centre for the training of art-teachers—a fact that goes to prove that the influence of the school is extending.

Attendance.—The students in attendance during 1907 numbered 1,085. The hour-attendances amounted to 93,520 during 1907, as against 48,000 in 1906 and 34,160 in 1905. This shows an increase for 1907 of 45,520 attendances over the year 1906, and an increase of 59,360 attendances over 1905, thus proving that the attendance has considerably more than doubled itself since 1906. I have made no comparisons in the number of students in attendance this year with previous years, because hitherto it has been the rule to give as totals the class entries, which tends to give an erroneous impression of the number of students. The number of actual students during 1907, taken on the basis of hour-attendances, would be more than double that of 1905.

In connection with the Advanced Art examinations held by the Board of Education, South Kensington, London, the school obtained twenty-five pass certificates, and in the examinations for art class teachers' certificates three students had works accepted. The usual local examinations were held at the end of the year, and all the students submitted work for examination.

In connection with the art competitions of the late International Exhibition, the school scored higher than any other art school in the colony, obtaining in all fifteen medals (seven gold, four silver, and four bronze). A certificate of the highest order of merit was awarded for the school's collection of work as a whole, and the complete furniture and decoration for a "hall" was awarded a certificate of special excellence.

A bronze medal and nine free scholarships were awarded on the year's work to students of the day and evening classes, also some twenty-four scholarships to pupils of the State schools.

Drawing and Painting.—Instruction was given in drawing and painting from life, still life, antique, and landscape. The greatly increased attendance in the day classes considerably taxed the accommodation available for the teaching of these subjects; on most days every room in the school was packed. The present rooms are small, and often necessitate a teacher having classes in three separate rooms, which does not allow any collective teaching, by which means the best class results are obtained. A large studio for figure and still-life work is urgently needed.

Design.—The students have increased to such an extent in this department as to demand two additional classes per week, making a total of four classes per week in place of two as hitherto.

Artistic Crafts.—A great advance has been made in this department since the appointment of the new instructor. A course of silversmiths' work and Limoges, Champlevé, and cloisonné enamelling was commenced at the beginning of the year, and several beautiful pieces of jewellery were executed. Larger and more important work will be possible when a larger muffle furnace is available. Classes were held for repoussé, gesso, wood-carving, and embossed-leather work during the morning, afternoon, and evening throughout the year.

Painters' and Decorators' Classes.—Classes in practical work were held twice a week, and instruction was given in signwriting, glass-embossing, graining and marbling, stencilling and decorating, students also attending the special design and colour classes. The advantage to apprentices engaged in this trade by such classes being held at a school of art is obvious, as the practical work can be co-operated with the higher branches of colour and design, and so tend to raise the general standard of the trade.

Architecture.—The course in this department included geometry, perspective, elementary, and advanced building-construction, quantity-surveying, mensuration, specification writing, history of architecture, interior design, historic ornament, and architectural design. The attendance in this section was fairly satisfactory. The duplication of several of the more elementary subjects by the authorities of the Christchurch Technical College has tended to slightly reduce the number of students in this department. The course of instruction in this department ranges over five evenings per week, and the work necessitates the services of five specialists as lecturers and instructors.

Cabinetmaking.—The work in this department has been chiefly directed to drawing and design, subjects which are strongly allied to a school of art.

Teachers and Pupil-teachers.—A complete course of instruction in elementary drawing, colouring, and design, together with modelling, was given on Saturday mornings, to meet the requirements of the teachers' examinations held by the Education Department. The attendance at these classes has been very large, and the accommodation of the school was severely taxed in consequence.

Normal College Students.—Classes were held on Tuesday afternoons in freehand, model, and blackboard drawing for students in training from the Normal School. The time devoted to these subjects—namely, two hours per week—is too small to go very thoroughly into these subjects.

Arts and Crafts Guild.—The work of the Guild was continued on similar lines to that of last year. The attendance at the monthly meetings was excellent, and several valuable lectures and demonstrations were given by well-known artists and craftsmen. The members of the Guild number over two hundred, many of which are ex-students of the school.

Staff.—At the beginning of the year Mr. John Cook was appointed instructor in building-construction and quantity-surveying, Mr. C. F. Kelly was appointed instructor in elementary art, and Mr. J. H. Wilson lecturer in English literature and instructor in mensuration. The appointment of Mr. F. G. Gurnsey as instructor in applied art at the beginning of the year has proved very satisfactory. No resignations have been received during the year. The staff now numbers fourteen, all of whom worked loyally in the interests of the school. Thanks are due to Messrs. J. W. Gibb, A. H. Fielder, and W. Sey for prizes kindly given for painting, architecture, and decorating, and also to those gentlemen who assisted in making the monthly meetings of the Guild so instructive by lectures and demonstrations. In conclusion, I wish to thank the Board for the very careful consideration that has been given to the recommendations I have made.

R. Herdman-Smith, F.S.A.M., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at 1st January, 1907	33	6	6	Salaries	1,459	14	9
Students' fees	626	0	6	Subsidies to life classes	57	8	0
Government grant for technical classes	997	2	9	Insurance	12	18	5
Government grant for apparatus	21	10	3	Contribution towards expenses of Registrar's office	80	0	0
Government grant for material	41	16	1	Gas	68	16	5
Government grant for free places	108	18	0	Repairs	13	6	5
Grant from Museum, Library, and School of Technical Science Endowment	450	0	0	Advertising	25	12	9
Refund of freight (New Zealand Shipping Company)	1	9	8	Printing, stationery, and stamps	49	9	4
Interest	4	15	3	Fuel	16	17	4
				General expenses	43	2	2
				Apparatus	61	17	6
				Books for school library	16	6	8
				Painting interior (balance)	29	3	1
				Telephone	6	3	5
				Furniture for school library	5	0	0
				Settle	10	0	0
				Pumping plant (water-supply)	16	10	0
				Balance	312	12	9
	£2,284	19	0		£2,284	19	0

SOUTH CANTERBURY.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

In the large schools regular courses of lessons in elementary science and nature-study have been satisfactorily carried out. The most interesting lessons have been given in the schools where the children have shared in the cultivation of the school gardens. In about a dozen schools during the past year cottage-gardening has been taken as one of the subjects for which grants are earned under the regulations for manual and technical instruction, and it is most gratifying to report how successfully the gardens are managed. Indeed, some of the gardens are worth going a long way to see, and the exhibits from them have been a feature in the annual shows of local horticultural societies. Besides the schools in which cottage-gardening is recognised as a school subject, quite as many others have flower-gardens under the care of the children, among whom the desire that each should have the prettiest plot creates and fosters a friendly rivalry in a most delightful and health-giving hobby. Handwork in various forms finds a place in the programme of a large proportion of the schools, and many very good specimens of brushwork and plasticine modelling are shown. We note with pleasure the increase in the number of pupils taking carton and cardboard work, the practice in this affording an excellent training in neatness and accuracy, and laying a sure foundation for the clear understanding of the mensuration of surfaces and simple solids. Very good work continues to be done in the woodwork classes, and some remarkably fine isometric drawing is shown by the boys attending these classes. We have now two specially trained teachers of cookery engaged in teaching girls of the Fifth and Sixth Standards at several centres. Their classes are skilfully managed and are deservedly popular.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION.

Various branches of handwork were taken up in all the large schools of the district, and also where practicable in the smaller ones. In the large schools where woodwork and cookery were taken a definite course of instruction has been adopted from the infant department right up to Standard VI. This course is generally strictly adhered to, as head teachers recognise that if handwork subjects are to be of any assistance in their school the work must be carried out systematically. The course includes paper-folding, stick-laying, or bricklaying in the infant classes, modelling or paper-folding in Standard I, modelling or brush drawing in Standard II, carton-work in Standard III, cardboard modelling in Standard IV, woodwork and cookery in Standards V and VI. In some of the smaller schools handwork was taken in the lower classes, but owing to the smallness of the staff it had to be discontinued in the upper classes. Besides those mentioned above the following subjects were also taught: Elementary agriculture, advanced plain needlework, physiology, swimming, chemistry, botany, physical measurements, elementary design, woodwork, and cookery. Last year fifteen sole-charge schools, having no female teacher, availed themselves of the financial assistance given under the Manual and Technical Act, and appointed sewing-mistresses. To encourage classes in swimming and life-saving the Education Board some time ago donated a handsome Challenge Shield to be competed for annually by the various schools in the district. This has had a good effect, and wherever baths are handy children are taught to swim. To decide the competition swimming sports were held in Timaru in March last. A number of schools competed, and Timaru Main succeeded in winning the Shield from Temuka District High School, the holder for 1906. The number of schools in this district taking elementary agriculture is slowly but surely on the increase. Last year at many of the schools good work was done on experimental lines. In this branch of school-work a great amount of good has been done by several of the horticultural societies in the district offering substantial prizes for the best-kept gardens, collections of produce, collections of grasses, &c. This must have a beneficial effect, firstly by encouraging the public and parents to take a greater interest in the work of the school and its surroundings, and secondly by impressing the minds of the children with the attractiveness of country life, and by bringing them into the very closest touch with nature. During the year the number of pupils taking woodwork and cookery has greatly increased. A new centre for cookery was established at Pleasant Point, although the work had to be carried out under great difficulties. To cope with increased work Miss A. D. Rennie, from Christchurch, was appointed an extra cookery instructor, and she has proved a very capable addition to the staff. The schools now receiving the benefits of woodwork and cookery lessons are Timaru Main, Timaru South, Waimataitai, Temuka, Pleasant Point (cookery only), Kingsdown, Makikihi, St. Andrew's, Winchester, and Orari. The pupils from the last four schools travel backwards and forwards from their different schools by train to receive instruction, and so popular have these classes become that it is a rare thing to find a pupil absent when his or her particular class is being held. The average attendance for woodwork throughout the year was 265, and for cookery 350. Thus a large proportion of the boys and girls in this district will leave school to start the battle of life equipped not merely with book-learning, but also impressed with the dignity of manual work and household occupations. Mr. E. C. Isaac, Technical Inspector, visited this district in October last. He inspected the manual work done at Waimate, Timaru, Pleasant Point, and Winchester. His reports on the teachers and the quality of the work done are highly commendatory. On the recommendation of the Teachers' Institute, Saturday classes for teachers were conducted in blackboard drawing, brush drawing, and physiography. Mr. James Balfour, art designer, conducted the drawing classes, and Mr. W. Wilson, B.Sc., conducted the physiography class. The work done in connection with this class was highly practical, excursions being made to all the interesting spots from a geological point of view in the district. Both instructors were very popular with the teachers, and the course of twenty-four lessons was well attended up to the last. No doubt the work done proved of great value to the teachers in carrying out their ordinary school-work. In conclusion, the school classes and special classes carried on by the Board in this district are on a sound basis. The statement of assets and liabilities shows that the classes are self-supporting, and while there is no stint in the supply of material and apparatus, still there is no waste. The teachers are all enthusiastic over the work, and ready to adopt the latest approved methods. In my last report I advocated the use of a room, and I still think that a room is absolutely necessary both for storing material and for exhibiting specimen work, thus enabling teachers to proceed on up-to-date lines.

RICHINGS GRANT, Director.

Statement of Receipts and Expenditure in respect of School, Special, and Associated Classes for the Year ending 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1906	24	9	2	School classes—			
Grants from Government,—				Maintenance and salaries	532	4	11
Capitation—				Furniture, fittings, and apparatus	85	15	3
School classes	453	12	2	Special classes—			
Associated classes—				Maintenance and salaries	104	7	5
Timaru	162	15	10	Furniture, fittings, and apparatus	4	5	2
Temuka	137	11	9	Associated classes—Payments to Managers—			
Waimate	67	2	3	Buildings, &c.—			
Pleasant Point	51	11	7	Timaru	112	3	6
Special, teachers' classes	22	6	7	Temuka	7	15	2
Material for class work—				Pleasant Point	5	0	0
Associated classes—				Capitation, grants, &c.—			
Timaru	36	12	0	Timaru	372	17	10
Temuka	39	17	6	Temuka	299	3	3
Pleasant Point	6	12	4	Waimate	111	0	9
Subsidies on voluntary contributions—				Pleasant Point	74	14	5
School classes—				Office salaries	109	3	2
Winchester	8	3	6				
St. Andrew's	4	0	0				
Associated classes—							
Timaru	173	10	0				
Temuka	121	14	0				
Waimate	43	18	6				
Pleasant Point	16	10	6				
Special grant for training of teachers	150	0	0				
Buildings, furniture, fittings, and apparatus—							
School classes	107	15	8				
Associated classes—							
Timaru	112	3	6				
Temuka	7	15	2				
Pleasant Point	5	0	0				
Receipts from other sources—							
Voluntary contributions—							
School classes	12	3	6				
Cookery sales	12	7	0				
Waimate contribution towards cost of linoleum	5	0	0				
Balance	35	18	4				
	£1,818	10	10		£1,818	10	10

EXTRACT FROM THE REPORT OF THE TIMARU TECHNICAL CLASSES ASSOCIATION.

During the year nineteen classes were conducted by sixteen different teachers. The following list gives the classes, and the numbers enrolled in each class: Arithmetic, 63; English, 57; shorthand (junior) 26, (senior) 7; typewriting, 28; book-keeping (junior) 30, (senior) 7; cookery, 36; woodwork, 9; building-construction, 22; electricity, 22; drawing, 18; wood-carving, 19; dressmaking, 29; plumbing, 25; designing, 15; commercial law, 8; engineering, 13; painting, 12: total, 446 class entries, meaning about 300 students. The average attendance for the whole year was about 75 per cent. When it is considered that many of the classes were carried on under great disadvantages, on account of the lack of accommodation, the above numbers must be considered highly satisfactory. The session began on the 11th March, and finished at the end of October, and this period was divided up into three terms of ten weeks each. This is the first time in the history of the school that such a lengthy term has been attempted; heretofore the session has only lasted for twenty-four weeks. Last year the course of instruction was modelled with the idea not only of providing facilities of self-improvement for those engaged in earning their livelihood during the day, but also with the idea of making them better able to adapt themselves to changed conditions. To carry out the above purpose the syllabus was made up to include (1) a commercial course, (2) a domestic course, (3) a trades course, (4) an arts course, (5) a literary course, and in carrying out the programme the co-operation of all the various unions and associations was solicited. The Technical Inspector, Mr. E. C. Isaac, visited the school about the beginning of last October. Unfortunately he was only able to spend one night in Timaru at that time; however, he reported favourably on the three classes he saw at work—namely, book-keeping, dressmaking, and woodwork. The Managers also paid periodical visits of inspection to the different classes, and reported thereon. At the end of the session examinations were held in English, arithmetic, shorthand, book-keeping, typewriting, building-construction, electricity, engineering, and plumbing.

At the close of the session in October an exhibition of work done by students during the year was held. The exhibition was kept open for two afternoons and evenings, being attended by large numbers of townspeople. Everybody seemed well satisfied, and many complimentary remarks were passed on the quality of the exhibits.

In last year's report it was mentioned that the work of some of the classes was carried out under great disadvantages on account of the limited accommodation, and, although a strong appeal was made to the Department during the year, nothing has yet been done in the way of granting additional rooms. Thus in a great many cases good students and good teachers were heavily handicapped for want of proper accommodation to carry on the work. This was especially noticeable with regard to the engineering and electrical classes.

The finances of the Association are still in a sound condition, and it required the strictest economy during the year to keep them so. The credit balance at the end of the financial year stood at £54 10s. 4d., but some £75 is still due from the Department for capitation. It should be pointed out that but for the voluntary contributions of the public and the various contributing bodies the school could not exist, as it requires the whole of the fees and the capitation to pay the salaries of instructors.

In summarising, the year's work must be considered highly satisfactory. This year established records both for the amount of fees collected and for the number of pupils attending the school, both of which facts go to prove that the school is doing its duty as a technical school in the community.

The thanks of the Association are due to local bodies and citizens who contributed to the funds of the Association, to the examiners who conducted the examinations gratuitously, to the teachers who devote a great amount of time and energy to the work for very small remuneration, and to the Press, who always loyally support the school and do their best to further the cause of technical education in our midst. The Managers also desire to place on record the prompt attention of the central Department to all claims and applications made during the year.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted at Timaru by the Timaru Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	73	5	11	**Salaries**	637	11	4
Capitation on associated classes	162	15	10	**Office expenses (including salaries, stationery, &c.)**	5	13	1
Furniture, fittings, and apparatus	112	3	6	**Advertising and printing**	15	17	6
Material	36	12	0	**Lighting and heating**	17	14	10
Subsidies on voluntary contributions	173	10	0	**Insurance and repairs**	9	17	3
Fees	194	10	2	**Material for class use**	26	13	10
Voluntary contributions	90	15	6	**Carting, instructor's board, labour, &c.**	13	10	10
Interest, Post-Office Savings-Bank	0	2	5	**Furniture, fittings, and apparatus**	68	15	0
Miscellaneous items	6	11	1	**Balance at end of year**	54	12	9
	£850	6	5		£850	6	5

J. Jackson, Chairman } of Managers.
R. Grant, Secretary }

Extract from the Report of the Temuka Technical Classes Association.

The Managers have to report that steady progress has been made during the past session by the classes under the auspices of the above Association. The chief feature of the year's work has been the uniform excellent attendance at each class; the roll-number and attendance number in each case gradually improving as the session advanced. Nine different classes were conducted in various subjects by eight different teachers, the roll-numbers being as follows: Cookery, 20; dressmaking, 35; blacksmithing, 19; wool-sorting, 14; painting (art), 17; chemistry, 20; carpentry, 13; relief carving, 15: total, 153. The only new class was that for wool-sorting, a class most necessary in the district. An excellent instructor was obtained; the Timaru Woollen-mills provided wool free of cost, and the result was a most successful class in every way. As the work of the instructress in cookery, employed by the Board of Education, had greatly increased, they appointed Miss Rennie to take over part of the work, and she conducted an excellent class here. We can confidently state that the attendance and instruction in connection with the classes have never reached so high a standard. Throughout the session managers were appointed monthly to visit the classes, and their reports have always been satisfactory.

Last June Messrs. Miles, Cooper, McLeod, and the Director waited on the Hon. G. Fowlds, Minister of Education, to lay before him the claims of the Association and endeavour to obtain an extension of the present woodwork shop, such extension to be used for wool-sorting and art. The Minister expressed himself as highly pleased with the manifest interest taken in technical work, but did not bind himself by any promise. An application for a grant was made in due course. We have just received word that the application has been granted, and we hope to have the building ready for work at the beginning of the coming session.

The financial position of the Association is very sound. The statement of receipts and expenditure for 1906 showed a credit balance of £20 17s. 5d. We are pleased to state that as a result of the year's work this amount has been increased to £79 1s. 11d., which will be decreased, however, to £70 10s. 3d. when outstanding accounts are paid.

In conclusion, the Managers wish to tender their sincere thanks to the Board of Education, Borough Council, Road Board, Caledonian Society, and the many private persons who have so liberally supported the Association. Without their financial aid it would be a most difficult matter to work the classes on paying lines.

D. McCaskill, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Temuka Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	20	17	5	Salaries of instructors	212	4	0
Capitation on associated classes	137	11	9	Office expenses (including salaries, stationery, &c.)	51	4	0
Rent	3	12	0	Advertising and printing	4	15	0
Furniture, fittings, and apparatus	4	3	2	Lighting and heating	25	10	8
Material	39	17	6	Insurance and repairs	3	12	2
Subsidies on voluntary contributions ..	121	14	0	Rent	3	12	0
Fees	37	9	0	Material for class use	48	19	6
Voluntary contributions	59	2	6	Instructor's board	6	14	0
Grant from Education Board towards janitor's salary..	19	19	6	Interest	1	0	6
Refund from Education Board for material used at school classes	3	16	7	Audit expenses	2	2	0
Sundries	9	0	0	Sundries	3	17	8
				Architect, &c.	6	5	6
				Furniture, fittings, and apparatus	8	4	6
				Balance at end of year	79	1	11
	£457	3	5		£457	3	5

H. M. Miles, Chairman } of Managers.
D. McCaskill, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE WAIMATE TECHNICAL CLASSES ASSOCIATION.

During the year classes were held in woodwork, relief carving, dressmaking, cookery, electricity, shorthand, book-keeping, typewriting, English, Latin, painting, drawing, vocal music, and arithmetic, and on the whole the attendance was a great improvement on that of the previous year. Again the Managers have to report the lack of interest taken in the purely educational subjects. For this reason it was found necessary to discontinue arithmetic and English after the first quarter. A new departure was made by starting a class in electricity, but, although this flourished the first quarter, the attendance during the second fell away somewhat. The reason for this was that the students desired a much more practical course than that mapped out, and the Managers recommend that that course be adopted this coming year. The classes for cookery, dressmaking, wood-carving, vocal music, shorthand, and typewriting were excellent, and the attendance was all that could be desired. The attendance at other classes was satisfactory.

The finances of the Association were assisted by a concert given by the Glee Club, and the thanks of the Association are due to Mr. Burry for his energy in this matter. The Managers are pleased to report that the classes still continue to be financially sound, as will be seen from the accompanying balance-sheet.

H. C. Barclay, Acting-Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Waimate Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	110	0	3	Salaries of instructors	209	10	9
Capitation on associated classes	67	2	3	Office expenses (including salaries, stationery, &c.)	15	12	1
Subsidies on voluntary contributions ..	43	18	6	Advertising and printing	8	18	0
Fees	20	3	6	Lighting and heating	8	0	5
Voluntary contributions	56	0	6	Insurance and repairs	4	15	6
Balance at end of year	54	8	8	Material for class use	19	9	7
				Furniture, fittings, and apparatus	85	7	4
	£351	13	8		£351	13	8

G. Barclay, Chairman } of Managers.
W. H. Beckett, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE PLEASANT POINT TECHNICAL CLASSES ASSOCIATION.

The Association has completed the second year of its existence. It is to be regretted that sufficient pupils were not forthcoming for blacksmithing, wool-classing, English, and commercial instruction. The Association had all arrangements completed for the carrying-on of these classes, but pupils were enrolled for cookery and dressmaking only. The dressmaking pupils were fortunate in having an excellent instructress (Miss Smith), and showed their appreciation of her work by attending well. The class met in one of the public-school class-rooms.

The services of the Education Board's instructress, Miss Rennie, were secured for the cookery class. The regular attendance of pupils showed that the class was doing good work in spite of the unsuitable room—namely, one of the school class-rooms. A public demonstration of cookery was given, and was well attended. Thanks to the liberal support of the public and of various local bodies, the financial position of the Association is still sound.

M. G. IRWIN, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Pleasant Point Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	2	5	8	Salaries of instructors	27	12	0
Capitation on associated classes	51	11	7	Office expenses (including salaries, stationery, &c.)	34	17	1
Rent	5	0	0	Advertising and printing	2	2	0
Material	6	12	4	Rent	5	0	0
Subsidies on voluntary contributions	16	10	6	Material for class use	2	19	9
Fees	15	17	6	Instructor's railway fares	0	18	8
Voluntary contributions	16	13	0	Balance at end of year	43	19	11
Sales of material, &c.	2	18	10				
	£117	9	5		£117	9	5

J. MAZE, Chairman } of Managers.
M. G. IRWIN, Secretary }

OTAGO.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

The number of schools in which instruction in one or other of the manual and technical subjects was given was 122, and in 104 of these schools the time devoted to the instruction was sufficient to entitle them to claim capitation under the Department's regulations. This is an increase of eleven schools for the year. During the December quarter of 1907 the number of pupils receiving instruction in handwork subjects was 13,823, or 72 per cent., being an increase over the previous year of 2,374 pupils, or 12 per cent. Instruction in elementary agriculture was given in 61 schools, botany in 2, bricklaying in 9, brushwork in 44, carton-work in 15, cardboard-work in 17, cookery in 22, cane-weaving in 1, elementary design and colour-work in 2, free-arm drawing in 4, advanced needlework in 2, painting from the flat in 1, paper-work in 69, perspective in 1, physics in 1, physiology and first aid in 3, physical measurements in 18, plasticine in 16, stick-laying in 13, swimming in 4, wood-carving in 1, woodwork in 21. During the past three or four years pupils, teachers, and students in training have undergone a course in swimming and life-saving under the Board's instructor. The beneficial results of these are now appearing in our schools. During the year classes for instruction in swimming have been established at several rural schools, and in one the mistress has taken up the subject with the girls of the senior classes. It is reasonable to expect that during the current year this subject will be taken up more generally than it now is. Saturday classes in drawing, elementary design, brushwork, and cardboard and clay modelling were held at the Dunedin School of Art, and were attended by 121 country teachers and pupil-teachers.

Special teachers of needlework were employed in twenty-four schools having an average attendance below forty-one and taught by male teachers.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

We are glad to be able to report favourably on the work done in most of the school gardens, of which we have sixty-one in full operation, and on much of the work done in elementary science, nature-study, woodwork, cookery, cardboard-work, paper-folding, brushwork, &c. If newspaper correspondents and public speakers would visit the schools and make personal inspection of what is done in these departments of work, and of the manner in which it is done, they would be surprised to see how widely the real school world differs from what, if we may judge from their words, they imagine it to be. The revelation would, we venture to say, extort from them the confession that the facts do not support their conclusions, and that after all we cannot be so much behind their models, America, France, and Germany, as they had fondly imagined. It is not our way to proclaim our doings from the house-top; all the same, they are not unworthy, and that they are not is largely due to the teachers, who have, at great inconvenience and with much labour, utilised to the full every facility provided by the Board to enable them to master the technique of the many kinds of manual work now taught in the schools. They have done wonders, and deserve ungrudged praise.

EXTRACT FROM THE REPORT ON SPECIAL CLASSES CONDUCTED BY THE EDUCATION BOARD.

Saturday classes in drawing, elementary design, brushwork, and cardboard and clay modelling were held at the Dunedin School of Art, and were attended by 121 country teachers and pupil-teachers. A class for instruction of teachers in elementary agriculture, conducted by Mr. Tannock, Curator of the Dunedin Botanical Gardens, was held during the winter and spring months, and was attended by some thirty-five country teachers who have gardens in connection with their schools. A course of lessons in brushwork for the benefit of the teachers in the North Otago District was given by Miss Sherriff at Oamaru. The attendance at this class was thirty-three.

EXTRACT FROM THE REPORT OF THE PRINCIPAL OF THE SCHOOL OF ART.

During the period over which this report extends—viz., from the 11th February to the 21st December—the total number of individual students who received instruction was 545, an increase of 73 on the previous year. This number includes 195 teachers and pupil-teachers, 82 students in training, 99 students who attended the day classes, and 169 students who attended the evening classes. The school was open daily from 9.30 a.m. to 4 p.m. and from 5.45 to 9 p.m., and on Saturday from 9.30 a.m. to 12 noon. That the value of the school is becoming increasingly recognised has been evinced by the large number of students in attendance, and by the interest employers have shown in urging their employees to attend, and in many cases paying their fees and otherwise encouraging them to join our classes. I regret to say that during the second and third quarters the students were considerably inconvenienced owing to the overcrowded state of some of our class-rooms. The most elementary instruction was that imparted to the juvenile class, and consisted of freehand and model drawing, brushwork, and the arranging of floral forms to fill given geometrical figures. The pupils manifested great interest in their work. They were regular in their attendance, and their progress was quite satisfactory. In the drawing classes the work, on the whole, has been very good. Very many young students joined our classes during the session, and did very creditable work. In the modelling classes the students received instruction in modelling from casts of ornaments and the figure, from plant-form, from nature, and from their own designs, casting from waste and piece moulds. Numerous examples of the students' work, including studies of plants from nature, ornamental panels, designs from frames, portrait busts from nature, &c., were exhibited at our annual exhibition. In the painting class the students, as part of their training, made (during the summer months) excursions to various localities for the purpose of studying landscape-painting from nature. This had a very beneficial effect on their ordinary studies, as could be seen in the works exhibited. Students of the Training College received instruction in the subjects required for the elementary drawing certificate. This includes freehand and model drawing, geometrical drawing, drawing from models with chalk on the blackboard, modelling, brushwork, and light and shade. Owing to a number of the junior students having wholly or partially passed in the subjects necessary for the D certificate, arrangements were made to enable them to pursue their studies outside the ordinary course. Although this entailed a little extra work on the part of the instructors, it suited the students, and we had pleasure in assisting them. The senior students were instructed in brushwork, elementary design, and modelling. The general quality of the work done in the different classes showed a decided improvement towards the end of the year. This was more especially the case in drawing with chalk on the blackboard. The courses of instruction for pupil-teachers were very similar to those of last year, and comprised the subjects required for the elementary school drawing certificate. The work of the different classes showed an all-round improvement. I have, year after year, tried to induce Training College students to enter for the South Kensington Board of Education's examinations, and obtain certificates, but so far I have not been very successful. This is to be regretted, because, after studying and working through the prescribed work for each of the subjects, they leave their examination each year in abeyance, until they finally sit for their teachers' certificate of Class D, which includes all the subjects. It would be far better for them if they entered each year for examination in the subject they have been studying. By adopting this method they would save themselves needless worry and anxiety, and have time and energy to devote to other subjects besides drawing. In the Saturday classes for teachers and pupil-teachers the majority of the teachers in attendance studied two subjects—brushwork and light and shade or modelling, or model-drawing and freehand drawing; while the pupil-teachers devoted their attention to the subjects required for the elementary-school teacher's drawing certificate. The work produced showed a decided improvement on that of previous years, and the students fully appreciated the privilege of attending these classes. They appeared anxious to make the most of the time allotted to them, and, I must say, worked admirably. Owing to the large number in attendance and the accommodation being limited, the crowded state of some of the classes reacted somewhat unfavourably upon the number of attendances. In the science classes the courses of instruction were very similar to those of last year, and comprised geometrical drawing; practical, plane, and solid geometry; machine-construction, stages 1, 2, 3, and honours; and building-construction, stages 1, 2, 3, and honours. The work in these classes was carried on with earnestness and regularity, and a good deal of excellent work was accomplished during the session.

The number of students who passed the South Kensington Science and Art Examinations was as follows: Freehand drawing—first class 2, second class 12; model-drawing—first class 3, second class 4; geometrical drawing—second class 3; perspective—second class 4; blackboard drawing—second class 4; light and shade—first class 2, second class 2; painting from still life—first class 1, second class 4; anatomy—second class 1; design, stage I—first class 1, second class 2; memory drawing of plant-form—first class 1, second class 2; practical plane and solid geometry—second class 1; machine-construction, stage I—first class 1, second class 2; stage II—first class 1; building-construction, stage I—second class 1; stage II—first class 1, second class 2; stage III—second class 1; applied mechanics—first class 2, second class 1. An exhibition of examples of the students' work was held in the school on the 30th and 31st January and 1st February, and was fairly well attended. In conclusion, I have to thank the staff for the zealous attention which they have devoted to their respective duties during the year.

D. C. Hutton, Principal.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Special Classes conducted at Dunedin.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	287	3	3	Balance at beginning of year	512	6	11
Technical instruction of teachers	300	0	0	Salaries of instructors	857	2	0
Fees	161	8	6	Office expenses (including salaries, stationery, &c.)	25	0	0
Balance at end of year	746	5	7	Advertising and printing	45	7	0
				Lighting and heating	30	13	0
				Material for class use	24	8	5
	£1,494	17	4		£1,494	17	4

P. G. Pryde, Secretary.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE DUNEDIN TECHNICAL CLASSES ASSOCIATION.

The Managers beg to hereby submit the annual report (the nineteenth) on the work of the Dunedin Technical School during the session of 1907. The Board of Management for the past year consisted of Hon. T. Fergus; Rev. P. B. Fraser, M.A.; and Messrs. G. C. Israel and William Scott, representing the Otago Education Board; Messrs. J. F. Arnold, M.P.; A. Sligo, and G. M. Thomson, F.L.S., members of the Technical Association; and Councillors T. Scott and J. H. Walker, from the Dunedin City Council. At the first meeting Mr. Thomson was elected Chairman, and Mr. Sligo Treasurer. During the year classes totalling seventy were in operation at the Dunedin School, while an additional six classes were conducted at three outside centres—namely, at Tapanui, Waikouaiti, and Palmerston. The Director's report gives the detailed account of the classes and their work. The number of enrolments during the year was 1,063, the attendance constituting a record. There was also a marked increase in the number of applications for free places, no less than 357 students being granted free tuition under the regulations. In the new portion of the building, erected during the recess, rooms were fitted up for carpentry, plumbing, wood-carving, chemistry, practical electricity, and cookery, and the increased accommodation provided for these and other classes got rid of the congestion which previously made the work of the Director and teaching staff so difficult. The new rooms were thrown open to the public in one of the working evenings during the session, and hundreds of visitors took advantage of the Board's invitation to inspect the school. In order to complete the building a grant of £1,100 has been received from the Government, and the work of widening and elevating the north wing, and of making new and commodious rooms for the engineering department, will be put in hand at once, the plans having been approved by the Education Department. A grant has also been provided to enable the Board to procure the necessary machinery for engineering work.

During the past year, as formerly, the school has been largely utilised by the Otago Education Board for its primary-school classes in woodwork and cookery, for its teachers' classes, and also for examinations. The Education Board has granted concessions to all Technical School students who wished to attend the School of Art classes.

The demand for day classes has been steadily increasing, and the necessity for meeting this want has engaged the earnest attention of the Board. The work of the school has gradually extended into afternoon classes, of which sixteen were held during the session, and were attended by 112 students who took a course of more than one class. Of these sixty-seven came from beyond Mosgiel on the south, or Port Chalmers on the north. In order to provide a full-day course the staff would require to be very considerably enlarged, and a Director appointed whose whole time would be given to the work of the school. While desirous of meeting the needs of the community the Board, in order to avoid overlapping the work now being done at the School of Art, has approached the Otago Education Board with a view of having the whole subject of the relations of the two schools discussed. As in former years, free tuition has been given at the University to the leading student of the past session in physics, chemistry, and English by Professors Shand, Black, and Gilray, to whom the thanks of the Board are accorded. The statement of receipts and expenditure shows the credit balance at the end of the year as £387 4s. 4d., to which has to be added several grants earned, but not received, before the end of the financial year. The thanks of the Managers are again accorded the honorary examiners for valuable services most willingly rendered, to the Press for its sympathetic assistance, and to the staff for the successful issue of the year's work.

Geo. M. Thomson, Chairman.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE DUNEDIN TECHNICAL SCHOOL.

At the beginning of the session the following changes were made in the teaching staff: Mr. T. B. Hamilton, M.A., succeeded Mr. Bruce as teacher of chemistry, and Mr. Douglas Thomson was appointed his assistant; Mr. Alfred O. Burton became teacher of elocution; Miss Dora M. Little was placed in charge of the elementary cookery classes; and Mr. David Stewart was added to the staff as additional teacher of senior arithmetic. During the session Mr. William Rodger, teacher of Latin, asked to be relieved, and his place was filled by the appointment of Mr. George F. Booth, B.A., while Mr. George P. Graham accepted the position of third teacher of English.

Seventy classes were held at Dunedin, and of these twenty were for continuation subjects, seventeen for commercial subjects, and thirty-three for technical subjects. The total number of individual pupils enrolled during the year was 966, being an increase of 138 on last year's enrolment figures, and eleven higher than any previous enrolment. Many pupils enter for two or more subjects, and the class attendances are therefore usually taken as the index of the extent of the work.

The number of applications for free places under the departmental regulations was 357, compared with 229 last year, but twelve of this year's applicants did not enter on their free course, while another twelve failed to make the minimum number of attendances required to entitle them to the continuation of the privilege. Under the Association's own regulations students ineligible for these free places are, when circumstances seem to warrant it, granted partial or total remission of fees. The concession was this year made to thirty-one such young people.

Compared with the previous year, more than double the number of students availed themselves of the afternoon classes. The country contributed largely to the increase, a total of sixty-seven day-scholars coming from the following mentioned places: Clinton, Kakapuaka, Romahapa, Balclutha, Kaitangata, Stirling, Lovell's Flat, Lawrence, Waitahuna, Milton, Clarendon, Milburn, Evans Flat, Henley, Moeraki, Dunback, Puketeraki, Flag Swamp. It will be necessary next year to make special arrangements to meet the requirements of the country pupils.

Referring now briefly to the subjects of instruction, I have to report that good work continues to be done in the group designated "continuation classes"—English and arithmetic in the above list—and pupils are at last beginning to realise that a thorough grounding in these forms an excellent foundation for and facilitates the study of the subjects in the commercial and the strictly technical courses. But the recognition of this fact is not by any means general, and this year there were in the classes for plumbing students who stated that the simple arithmetical operations required were beyond them. Owing to weakness in English several members of the shorthand classes were unable to make any progress in their study of the subject. And of the eighty-nine present in the junior book-keeping classes on the opening night, eighteen had to be refused admission owing to their inability to do correctly the very simple calculations necessary.

The classes constituting the commercial group were again well attended. They evidently maintain their popularity. During the year numerous inquiries were made at the school for youths desirous of taking up a commercial life, but the response was not by any means equal to the demand. With the object of still further enhancing the value of the Association's certificates in these subjects the standard of examination has been again slightly raised.

The quality of the instruction given in the so-called technical classes varied, but on the whole good work was done. The course in practical mathematics is now proving of great benefit to the members of the engineering classes. The examiners make special reference to the improvement, and suggest that the drawing pertaining to the subject be similarly dealt with. The machinery for practical work has been recommended by the Committee, and this, when procured, will add greatly to the efficiency of the instruction given in mechanical engineering. Practical electricity was well attended during the first quarter, and fairly during the second. But many of the students were without the elementary knowledge required as a basis for the profitable study of this subject. It is, in my opinion, necessary to have provision for more practical work, and I purpose making suggestions whereby students will be required to spend half the time at actual construction and practice. Dressmaking was again in great demand, the nine classes held being well supported to the end of the session. The cookery classes were larger than usual, several of the pupils attending more than one class. In order to give students the full benefit of the teacher's attention in demonstration and practice the class for horticulture was limited to nineteen, several being refused admission each quarter. In physics the work was characterized by an earnest thoroughness on the part of both teacher and taught, while in the class for painters' work the effect of the teachers' enthusiasm was apparent. The work of the other classes does not call for any special mention.

I have again to place on record the Managers' appreciation of the generosity of Professors Black, Gilray, and Shand in each continuing to grant a free place in their University classes. This year James Turner gains the free place in physics, Harry S. Tilly in chemistry, and Miss Dorothy Bradley in English. The honorary examiners give a good deal of time and attention to the supervision and examination of the work. All are entitled to credit, but special mention must be made of the examiners for cookery. The members of the staff have been regular and zealous in the discharge of their duties, and to them is due the credit of bringing the year's work to such a successful issue.

A. Marshall, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted at the Dunedin Technical School by the Dunedin Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	101	4	1	Salaries of instructors	1,339	0	0
Capitation on associated classes	1,009	3	8	Office expenses (including salaries, stationery, &c.)	138	2	2
Capitation on account of free places	371	13	7	Advertising and printing	64	14	0
Furniture, fittings, and apparatus	224	0	0	Lighting and heating	66	18	8
Material	52	8	8	Insurance and repairs	72	11	0
Subsidies on voluntary contributions	249	0	0	Rent	1	10	0
From Education Board on account of janitor	28	6	8	Material for class use	72	4	6
Fees	404	3	6	Janitor	86	0	0
Voluntary contributions	192	10	6	Water rates	6	2	0
				Furniture, fittings, and apparatus	392	10	6
				Balance at end of year	392	17	10
	£2,632	10	8		£2,632	10	8

George M. Thomson, Chairman } of Managers.
Angus Marshall, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE OAMARU TECHNICAL CLASSES ASSOCIATION.

The Managers, on submitting their annual report, have to chronicle a fairly successful year, and are pleased to be able to say that the Association is now in possession of a school well equipped and conveniently adapted to the requirements of students. The number of students enrolled during the year was 556, and the number of classes was 44, but the Managers feel that greater advantage should be taken of the facilities offered for improvement, and hope that the coming year will see a further increase. Thanks are due to the Press for their assistance, to Mr. Forrester for various services, to the Middle School Committee for use of rooms, and to the examiners and supervisors. The Superintendent, Mr. John Scoon, has, as usual, done a vast amount of work during the year, and ungrudgingly gives his services, which the Managers duly appreciate. From the balance-sheet, embracing the period 13th February to 31st December, it will be seen that the receipts from all sources amount to £911 9s. 2d., and the expenditure £906 2s. 5d., leaving a balance to credit of £5 6s. 9d. with which to commence the coming year. The Managers heartily thank the public bodies who assisted financially in the upkeep of the classes, also the individual subscribers, without whose generous aid it would be impossible to carry on the work of the Association.

THOMAS WILLIAMSON, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1907, in respect of Associated Classes conducted by the Oamaru Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	12	9	1	Salaries of instructors	414	8	6
Capitation on associated classes	216	15	7	Office expenses (including salaries, stationery, &c.)	40	0	0
Capitation on account of free places	68	14	3	Advertising and printing	39	10	8
Buildings	129	17	2	Lighting and heating	28	16	11
Rent	138	0	6	Insurance and repairs	2	17	6
Furniture, fittings, and apparatus	227	19	3	Rent	101	11	6
Material	48	11	3	Material for class use	10	6	3
Subsidies on voluntary contributions	55	9	6	Sundries	9	2	5
Fees	128	0	6	Cartage	3	10	2
Voluntary contributions	60	5	0	Refunds	2	2	5
Sundry petty receipts and refunds	11	8	6	Contracts (new buildings, additions, &c.)	129	17	2
				Furniture, fittings, and apparatus	310	4	11
				Balance at end of year	5	6	9
	£1,097	10	2		£1,097	10	2

T. WILLIAMSON, Chairman } of Managers.
A. MCKINNON, Secretary }

SOUTHLAND.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Training of Teachers.—The annual grant made by the Department for the training of teachers in the subjects of manual and technical instruction has again been judiciously expended. Saturday classes in the subjects of elementary agriculture, elementary geology, elementary physiology, and model, freehand, and brush drawing were organized at Invercargill and Gore, and were attended by a large proportion of the teachers whose location enabled them to visit these centres and return to their homes on the same day. Considerable interest was manifested in the subjects dealt with by the respective instructors, and there is warrant for believing that the results achieved will amply justify the expenditure incurred.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

We fully recognise the great advantages teachers have derived from the establishment of Saturday classes in nature-study, botany, and geology. We must nevertheless point out that these classes, however beneficial and inspiring to teachers, are poor substitutes at best for practical systematic training at university classes. The attainments of the students attending them are so diverse that no course, unless on the most elementary lines, can be suitable to all; the period of attendance is too short for the attainment of satisfactory knowledge and skill in the subjects taught; and the large size of the classes precludes the possibility of sufficient practical individual work. Still, situated as we are at present, it would be folly not to avail ourselves of the confessedly limited advantages conferred by these classes. We can only wait patiently but hopefully for the time when an improved system of training of teachers will be introduced which will render them no longer necessary.

And here it is fitting that we recognise the great benefit derived by the teachers of Southland from the course of lectures delivered during the winter months by Dr. Marshall, of Dunedin. The lectures, which dealt with the geology and physiography of Southland, were informative and stimulating; as a consequence, the interest in them was lively and sustained. The results of Dr. Marshall's visit are already manifesting themselves in the work of not a few of our schools.

During the year considerable progress has been made in that branch of school activity known as manual work. Most teachers now recognise that manual work is not so much an additional subject as one by which other subjects are illustrated and exemplified. We, therefore, now rarely find it treated as completely isolated and detached; in most cases, its correlation with other subjects is satisfactory. In almost all the infant departments some form of handwork—usually paper-folding or paper-cutting—is taken up, and work of a cognate kind is taken by pupils in the lower standard classes. But it is only in the Gore, East Gore, Invercargill, and suburban schools that the course has been so organized and developed as to lead from paper cutting and folding in the junior classes through plasticine and cardboard modelling to woodwork in the upper classes. The value of the training in woodwork that the pupils receive under Mr. Brownlie is undoubted, and evidence is furnished as to its educational work by the interest it stimulates, the inventiveness it engenders, as well as by the dexterity it cultivates.

In the case of the girls in the upper classes in the schools mentioned above, cookery takes the place of woodwork for boys. Under the capable direction of Mrs. Turner, these girls study, in the school kitchen as an experimental laboratory the laws of health so far as these relate to the preparation of food, and acquire an expertness in the art of cookery and in at least some of the details of home management that cannot fail to make for the stability and happiness of family life. As in respect of woodwork, we greatly desire to see an extension of the opportunities now within reach of pupils for acquiring a knowledge of this indispensable branch of domestic science.

Twenty-two classes in elementary agriculture were in operation during the year, and in most of these fairly satisfactory work was accomplished. Both teachers and pupils evince an interest in the school gardens, and in some localities they receive the hearty sympathy and support of the parents. The instruction given in these classes will not make a pupil a farmer—it is not intended to do so; but if it succeeds—as undoubtedly it does succeed—in developing in him a love for the beautiful, and an intelligent interest in his environment; if it gives a practical direction to nature-study, and furnishes an elementary knowledge of agricultural processes by means of practical illustrations; if it cultivates a taste for rural occupations, and a bias towards country life, then the inclusion of elementary agriculture in our school curriculum is amply justified.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

There are 172 schools in the Education District of Southland, and in 160 of them handwork in one form or other has now a place in the curriculum of the school. This is good. An expert writes, "It is universally recognised that to arouse interest one must promote activity: that 'to do is to know.' If in teaching a child one can make him actually do something himself, can guide him to create something really his own, then one has found a means surer than any other of arousing dormant and holding vagrant faculties, has opened a clear path to whatever capabilities a child may have, has established at least one point of contact between the trained individuality of the teacher and the, as yet, nebulous individuality of the growing child. In the old-fashioned curriculums, what opportunity for this important business of creativeness was offered? As a rule, but one avenue was presented—the avenue of literary creation, admittedly the most difficult of all arts. With manual training, however, the child is not compelled to lie to you and to himself by pretending to a literary power he cannot possess. One simply employs the natural instinct of the child to use his hands, one merely seizes upon that passion of most children to make something, one but leads into regulated channels the brimming enthusiasm of healthy youth for the bending and shaping of inanimate things." So says the Auckland Director of Technical Education, and with these sentiments I am in hearty accord. Just what channels are the best into which to direct this "brimming enthusiasm" has been the problem difficult of solution. Manual training when co-ordinated with literary or ordinary standard subjects is undoubtedly of the greatest value in the development of the reasoning and reflective powers, and if the school life could be lengthened every one of the many handwork subjects could be profitably employed by the teacher. The school life, if the child is to keep pace with the throng, being limited however in the meantime, demands that in the selection of the subjects for the training of the hand and eye only those that bear directly and at once on the ordinary standard pass work shall find a place on the syllabus. Consequently, with the passing of time and the growth of experience, a gradual elimination of the less useful branches has taken place, until at the present time paper-folding and plasticine modelling in the lower classes, and brush drawing and cardboard modelling in the middle and upper classes, are the subjects most generally taught. The reason of this is that paper-folding and cardboard modelling when rightly applied is an easy and perfect introduction to geometrical forms, to arithmetic, and to elementary physical measurements; while plasticine modelling and brush drawing is in the same way a splendid aid to freehand drawing in outline, to the drawing of objects in the mass, to the development of the imagination, and to the proper perception of form and colour. Nature-study, manual training, and literary research go hand in hand. The life of the pupil, directed into paths where the hidden beauties of nature are revealed, and where the why and the wherefore of things is made plain, under the wise and skilful guidance of the teacher, expands, grows, and becomes fruitful in the production of the perfect man. Such a consummation is worth striving for; such a consummation is being striven for now, and in the ordinary evolution of things we are entering into the more perfect light.

In the town and suburban schools, and in the Gore District High and East Gore Schools, woodwork and cookery for the boys and girls respectively were taught as formerly. Of the work done in these classes I can only speak in terms of satisfaction. Both instructors are earnest and enthusiastic in the performance of their duties, and the benefit derived by the pupils under their instruction is undoubtedly in direct proportion to the zeal of the teachers. An exhibit of work performed by the first-year pupils in the woodwork class was forwarded to the Christchurch International Exhibition, and in competition with the other centres of the Dominion was awarded a first-class order of merit. This after only a few months' instruction was creditable alike to the instructor and to the pupils.

Advanced needlework was taught to the girls in the upper standards in nineteen schools; physiology and first-aid classes were conducted in three schools; and instruction in swimming and life-saving was given in two schools. At Winton elementary botany was taken up, and in Riverton elementary physics found a place on the syllabus. Standard needlework classes in schools staffed by males only were conducted in only twenty-nine schools, as against forty during the year 1906. The reason of this is that a larger proportion of our smaller schools are now staffed by females, and where a female teacher is in charge of a school the teaching of sewing becomes a part of her ordinary duties. In some cases it has been found impossible to get any one to undertake the teaching of needlework, owing to the distance competent instructors reside from the school, and the small capitation payable on account of the work done. Still, nearly every girl in the district has received instruction in this most essential branch of domestic science.

In several of our larger schools elementary physical measurements and elementary agriculture have been introduced into the work of the upper standards. Experience has proved that in the elementary physical measurements classes the work attempted in many cases was of too advanced a character for primary-school work. This excess of zeal, for so in reality it was, on the part of the teachers is being modified somewhat, doubtless to the benefit of the pupils under instruction. The remarks of the Inspectors of Manual Instruction in their last annual report are worthy of careful consideration. *Inter alia*, they remark, "This branch of handwork can, if properly treated, be made to serve a very useful purpose as a factor in the all-round education of the child. The subject is one that can be efficiently taught in the ordinary class-room, and that does not call for anything in the way of elaborate equipment in the way of apparatus. It thus affords an excellent opportunity for enabling pupils attending primary schools (in most of which, unfortunately, but unavoidably, there is no provision in the way of laboratories) to gain some knowledge of elementary science at first hand. The subject is admittedly not an easy one to teach, entailing as it does a considerable amount of preparation on the part of the teacher; but we are confident that the results will be found to justify fully time and labour so spent. It seems necessary, however, to remind teachers that the educational value of the work of the pupils is very often in inverse proportion to the ground covered by them during the year. A few exercises and experiments thoroughly and carefully done will have far better results than a more ambitious course treated, perforce, in a hurried and incomplete manner. The too common mistake of attempting to cover too much ground in the time available for the work is probably due to some extent to the fact that certain of the text-books dealing with physical measurements err in precisely the same direction."

Elementary agriculture classes were conducted in thirteen schools. This is a most important subject, and should receive every attention at the hands of controlling authorities. New Zealand is too far removed from the centre of the world's population ever to become a great industrial nation. She must ever remain primarily a food-producing country, and it is essential that her inhabitants, in order to keep abreast of the other nations, should be trained to extract from the soil the largest possible quantity of food-material of the highest quality, at the least cost of labour, and with the least expenditure of soil-vitality. This is especially necessary because of the comparative isolation of these Islands, and the consequent heavy freights in transporting our products to the world's markets. In the school a beginning is made by implanting this knowledge in the minds of our senior scholars. In the school garden they see for themselves the effects of different soil-foods on different soils, they are trained to discriminate and to apply the necessary elements suited to the different soils to insure the best results, and they are thus educated to commune with the earth as it were as with a living thing, with certain knowledge that the earth will respond gladly to their earnest solicitations, and will yield them an abundant return. During the present year the number of schools in which this branch of instruction is given promises to be considerably increased, and every effort will be made to have the work systematized and made of the greatest practical value to the scholars and eventually to the State.

Teachers' Training Classes.—In order that our teachers, on whom depend the implanting of the principles of the new education into the minds of our young people, may be better fitted to discharge their duties, Saturday training classes were again held during the year in agriculture, elementary geology, and nature-study, brush drawing, blackboard drawing, physiology and first aid, and physical drill, under the instruction of trained experts. These classes were well attended, and considerable interest in the work of each class was manifested by all the teachers. Especially was this the case in the geology class, which was conducted by P. Marshall, M.A., D.Sc., of the Otago University. No less than 226 teachers of all grades attended, and the opinion was unanimously expressed that the lectures were of the greatest value to all who had the privilege of being members of the class. At Gore classes were also held in agriculture, brush drawing, blackboard drawing, and physical drill.

Technical Instruction.—(*a*.) Invercargill: The evening classes held in Invercargill were attended in larger numbers than in any previous year. The number of students in the first and second terms respectively was 603 and 598, as against 539 and 489 in the same terms last year, an increase of sixty-four in the first term and 109 in the second term. This is very gratifying, and shows that the classes have lost none of their interest to the students, that the work sought to be accomplished is considered to be valuable and effective, and that the establishment of the classes has supplied a pressing want in the community. It is also gratifying to note that several of the students of this year have been students of former years, thus showing by their presence that the class instruction is deemed to be of a high standard. It must be borne in mind that the number of students attending the classes, although given as 603 and 598 respectively, does not represent the number of individual students, but the number on the class rolls. The actual number of individual students is really 348—viz., 256 ordinary and ninety-two free. As all the free students are bound to attend at least three classes, and some of them attend four, the larger figures representing the roll-numbers are thus accounted for. The classes conducted were much the same as those of last year. Twenty-six classes were carried on successfully, although the number in attendance at the machine-construction and French classes hardly justified their existence. The machine-construction class was at one time one of our most successful classes, but with the partial collapse of the gold-dredging industry, and the pushing methods of the American schools of correspondence, the class has well-nigh gone out of existence. It is a class, however, that may revive at any time. The French class has always been a difficult one to organize. It has been placed on the syllabus year after year, but students have always been found wanting. This year, with the advent of Mr. J. P. Dakin, B.A., second assistant at the Boys' High School, who is a French scholar of exceptional ability, it was thought that new life would be infused into the class. The daily papers were utilised to "boom" the class as far as possible, and, as a result, eight students came forward and enrolled, but the attendance so fell away that it was found almost impossible to keep the class going for the second term. Two classes for building-construction were successfully carried on this season—one in architectural drawing and detail work, the other in practical bench-work. The Builders' Association took a great interest in these classes, and gave a donation of £12 10s. towards the purchase of the necessary tools for the students, and also gave a donation of £1 1s. as a prize to the most efficient student at the close of the season. This practical acknowledgment of the value of the classes on the part of the Builders' Association was a very encouraging feature.

A considerable sum of money has been spent in the equipment of the plumbing-room for the study and practice of sanitary plumbing, but this class has never been as successful as the importance of the subject demands. On the whole, the work of the classes may be described as satisfactory. There is considerable difficulty in dealing with the free students. These, according to the regulations, have to attend not less than three classes, of which English and arithmetic or mathematics must form two. Quite a number of the students—younger ones particularly—attend these two classes rather unwillingly, in order that they may obtain free tuition at the third class, the one they are at liberty to select for themselves, and, therefore, as a rule, the class in which they are the most interested. I have, however, to say that the teachers have ever assisted most willingly in seeing that the regulations concerning these students have been complied with. Nor has there been one single hitch in connection with the staff during the whole season. They have carried out their duties in a manner which has given me every satisfaction, and thanks are due to them on that account. The literary and commercial classes have been specially overlooked by Inspectors Hendry and Wyllie, who have ever manifested increasing interest in the work of the school.

(*b*.) Gore, Bluff, and Mataura: Early in the year, at the invitation of local residents, I addressed public meetings at Gore, Bluff, and Mataura, and assisted as far as possible in the establishment of the evening classes. At all three places the work was most enthusiastically taken up by the local Committees, and the results have exceeded all expectations. At Bluff, eleven classes were organized with 259 names on the rolls, 46 of these being free students. The classes carried on were applied mechanics, machine-construction, carpentry, wood-carving, dressmaking, freehand and model drawing, painting, English, arithmetic, shorthand, and book-keeping. Several local residents contributed liberally to the support of the classes. At Gore, ten classes were conducted—viz., freehand and model drawing, mechanical drawing, architectural drawing, carpentry, cookery, dressmaking, English, arithmetic, shorthand, and book-keeping. These classes had 247 names on the rolls, 39 of the students being on the free list. The Borough Council generously donated £25 towards the support of the classes. Both at Gore and Bluff the classes were conducted during two terms of ten weeks each. At Mataura, although somewhat later in the season, nine classes were established, with 109 names on the rolls, including 8 free-place students. The classes conducted at this centre were mechanical drawing, photography, dressmaking, physiology and first aid (males), physiology and first aid (females), English, arithmetic, singing, and book-keeping. The classes were all carried on during one term of ten weeks; two were carried on for an additional half-term, and one for an additional whole term. Of course, it is hardly to be expected that in future years the numbers quoted above will be maintained, as it is often the case that more than normal interest is created among students in any subject for the first year, but at all these centres technical classes have now been established, I believe, for good. The local Committees worked whole-heartedly in the interests of technical education, and deserve the heartiest commendations for their disinterested labours.

(*c*.) Other centres: I also visited Riverton and Winton in the interests of technical education, and addressed meetings at these towns, but sufficient students were not found to enable classes to be held at either place. At Queenstown and Oreti Plains, however, classes in vocal music were established, and were conducted with considerable success, the roll-numbers being twenty-five and twenty-seven respectively.

Examinations in art subjects under the South Kensington Board of Education, and in technological subjects under the City and Guilds of London Institute, were held locally in the months of June and July last. The number of passes was as follows:—South Kensington: Freehand drawing—First class 2, second class 8; model-drawing—first class 1, second class 1; practical plane and solid geometry, stage 1—second class 1; building construction and drawing—stage 1, first class 1, stage 2, first class 1; machine construction and drawing—stage 1, second class 1. City and Guilds of London Institute: Manual training in woodwork, teachers' final—first class 1.

The year 1907, in regard to technical education in the Southland District, is a record one. It is an easy matter to quote statistics and enumerate the usual details of the work attempted, but of the value of the work accomplished it is impossible definitely to speak. Though much has been attempted, I am aware that much remains yet to be done. There is room for improvement in many directions, and it shall be my duty as far as possible in the future to aim at more thoroughness of work and to instil into the minds of all concerned a higher ideal to which to aspire, so that greater progress and efficiency may be secured. I have to acknowledge the fairness with which the central Department at Wellington met all claims for grants and capitation which were made during the year. I have also to acknowledge with gratitude the kindly consideration shown by the teachers and by all others concerned while engaged in carrying out the duties of my office.

Balance-sheet for the Year ending 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance from year 1906	494	12	2	Central Account—			
Central Account—				Salaries of instructors	375	7	9
Students' fees	143	8	0	Material and apparatus	105	7	9
Capitation—				Furniture and fittings	68	16	9
Special and continuation classes	178	17	6	Advertising and printing	28	8	6
Junior free places	114	6	0	Rent of section	5	0	0
Teachers' training	209	14	6	Janitor and lighting	40	2	10
Grant for material	9	13	8	Administration	28	11	2
Donations	13	11	0	Country Continuation Account—			
Refunds	13	8	11	Capitation paid to teachers	12	16	1
Country Continuation Account—Capitation	12	16	1	School Technical Account—			
School Technical Account—				Salaries of instructors	321	12	10
Capitation	617	16	10	Material	111	11	5
Grant for rent	32	10	0	Apparatus	285	17	6
Grant for apparatus	89	10	0	Furniture and fittings	10	9	0
Refund for material	96	0	0	Rent	32	10	0
Voluntary contributions and prizes	2	3	0	Conveyance of children (bus)	19	10	8
School Standard Account—				Prizes	1	15	0
Capitation	315	5	10	Janitor	11	12	0
Needlework capitation	210	9	9	Administration	23	11	2
Teachers' Training Account—				School Standard Account—			
Refund for material	7	0	6	Material	295	4	9
Gore Account—				Needlework salaries	214	12	3
Students' fees	65	0	0	Administration	47	2	4
Capitation—				Teachers' Training Account—			
Special and continuation classes	53	10	3	Salaries of instructors	149	16	10
Junior free places	33	16	6	Material and apparatus	14	15	8
Bluff Account—				Janitor	1	0	0
Capitation—				Gore Account—			
Special and continuation classes	71	1	3	Salaries of instructors	138	0	0
Junior free places	66	9	6	Bluff Account—			
Mataura Account—				Salaries of instructors	144	5	0
Students' fees	31	14	6	Furniture (machine)	5	0	0
Capitation—				Mataura Account—			
Special and continuation classes	37	15	3	Salaries of instructors	68	19	6
Junior free places	6	19	6	Printing and advertising	1	1	0
				Balance	369	12	9
	£2,927	10	6		£2,927	10	6

W. A. McCaw, Director.

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NEW ZEALAND:

With the Compliments of

The Inspector-General of Schools

[illegible] of Education.

1908.

NEW ZEALAND.

EDUCATION:

UNIVERSITY OF NEW ZEALAND.

[In continuation of E.-6, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

Received
FEB 2
190
Wellington, 190

Visitor.—His Excellency the Governor.
Chancellor.—His Honour Sir Robert Stout, K.C.M.G., Chief Justice.
Vice-Chancellor.—Hon. C. C. Bowen, M.L.C.

The Senate.

Appointed by His Excellency the Governor in Council.—G. Hogben, M.A.; F. Fitchett, M.A., LL.D.; H. A. Gordon, F.G.S., M.A.I.M.E., A.M.I.C.E.; and W. E. Collins, M.B., M.R.C.S.Eng.

Appointed by governing bodies of affiliated institutions.—J. Shand, M.A., LL.D.; J. Allen, M.A.; R. J. Scott, M.I.C.E., M.I.M.E., AA.I.E.E.; Hon. C. C. Bowen, M.L.C.; Sir G. M. O'Rorke, Kt., M.A., LL D.; Hon. J. A. Tole, B.A., LL.B.; His Honour Sir R. Stout, K.C.M.G., Chief Justice; and Rev. W. A. Evans.

Appointed by Professorial Boards.—J. H. Scott, M.D., M.R.C.S., F.R.S.E.; C. Chilton, M.A., D.Sc., M.B., C.M., F.L.S.; F. D. Brown, M.A., B.Sc.; and J. R. Brown, M.A.

Elected by District Courts of Convocation.—Rev. W. Salmond, M.A., D.D.; Rev. A. Cameron, B.A.; J. M. Brown, M.A., LL.D.; J. Hay, M.A., LL.B.; F. E. Baume, M.P., LL.B.; Dr. W. C. W. McDowell, B.A., M.D., C.M.; H. F. Von Haast, M.A., LL.B., N.Z.; and Louis Cohen, M.A.

Registrar.
John William Joynt, M.A.

Assistant Registrar.
Barclay Hector.

ANNUAL REPORT OF THE SENATE.

IN compliance with the 28th clause of the University Act, the Senate makes the following report to His Excellency the Governor of the proceedings of the University since the date of the last report:—

The Senate met at Wellington, pursuant to the provisions of the University Act, in annual session on the 22nd January, 1908, and at that session made certain amendments to the University statutes. These amendments have been approved by His Excellency.

The usual examinations were held in May, November, and December, 1907, and in January and April (for medical only), 1908, in the Faculties of Arts, Science, Medicine, Law, Engineering, Commerce, and Music, and for admission to the legal profession. The total number of candidates at these examinations was 2,240.

The Senate also held a special session in April, 1908.

At the annual and special sessions the Senate ordered the following degrees to be conferred by the Chancellor or his deputy, subject to the payment of the necessary fees: The degree of Bachelor of Arts on 59 candidates, the degree of Bachelor of Science on 13 candidates, the degree of Doctor of Science on 1 candidate, the degree of Bachelor of Laws on 20 candidates, the degree of Bachelor of Medicine on 8 candidates, the degree of Bachelor of Surgery on 8 candidates, the degree of Master of Arts on 28 candidates, the degree of Master of Science on 5 candidates, the degree of Doctor of Medicine on 2 candidates, the degree of Bachelor of Commerce on 1 candidate, the degree of Bachelor of Engineering on 8 candidates.

In addition, 23 gained Honours in Arts; 5 gained Honours in Science; 8 gained Senior Scholarships; 1 gained the John Tinline Scholarship; 187 passed sections of examinations for various degrees, exclusive of the above-mentioned graduates; 107 passed various examinations for admission to the legal profession; 10 gained Junior University Scholarships; 16 gained Senior National Scholarships; 4 were recommended for Senior Queen's Scholarships; 25 gained "credit" at the Junior Scholarship Examination; 457 passed the Matriculation and Solicitors' General Knowledge Examination; 50 passed the Matriculation, Solicitors' General Knowledge, and Medical Preliminary Examination; 158 passed the Matriculation Examination; 7 passed the Matriculation and Medical Preliminary Examination; 5 passed the Matriculation and Engineering Preliminary Examination; 12 gained certificates of proficiency.

The number of graduates of the University admitted and qualified for admission is now as follows:—

	Qualified by Examinations of 1907.	Total Number of Graduates admitted up to 31st December, 1907.
Bachelors of Arts (alone)	59	451
Bachelors of Arts and Science	...	9
Bachelors of Arts and Laws	...	29
Bachelor of Arts and Master of Laws	...	1
Bachelor of Arts and Doctor of Laws	...	1
Bachelor of Arts and Medicine	...	1
Bachelors of Arts, Medicine, and Surgery	...	5
Bachelors of Arts, Science, Medicine, and Surgery	...	2
Bachelors of Science (alone)	13	30
Bachelors of Science, Medicine, and Surgery	...	5
Bachelor of Science and Doctor of Medicine	...	1
Bachelors of Engineering (alone)	8	16
Bachelors of Laws (alone)	20	76
Bachelors of Medicine (alone)	...	21
Bachelors of Medicine and Surgery	8	84
Bachelors of Music (alone)	...	3
Bachelor of Commerce (alone)	1	...
Masters of Arts (alone)	28	327
Masters of Arts and Bachelors of Science	...	42
Masters of Science (alone)	5	12
Masters of Arts and Bachelors of Laws	...	27
Masters of Arts and Masters of Science	...	13
Masters of Arts and Doctors of Science	...	5
Masters of Arts and Bachelors of Medicine and Surgery	...	2
Master of Arts, Bachelor of Science, Medicine, and Surgery	...	1
Masters of Arts and Doctors of Laws	...	3
Masters of Laws (alone)	...	2
Doctors of Laws (alone)	...	4
Doctors of Medicine (alone)	2	6
Doctors of Science (alone)	1	3
Doctor of Literature (alone)	...	1
	145	1,183

The accounts of the University for the year 1907, duly audited, are appended to this report.

ACCOUNTS AND BALANCE-SHEETS, YEAR ENDING THE 31st DECEMBER, 1907.

(Summarised from full details in the original).

A. CLASSIFIED RECEIPTS.

I. General Account.

	£	s.	d.
Statutory grant (half-share)	1,500	0	0
General miscellaneous	84	7	1
Fees—			
1. Degrees	496	13	0
2. *Ad eundem* and Certificate	30	1	0
3. Medical registration	69	6	0
4. Examinations—			
(*a*) April, 1907	94	10	0
(*b*) May, 1907	94	10	0
(*c*) Special examinations	10	10	0
(*d*) November, 1907, Degree Examinations, Teachers C, &c.	1,814	6	0
(*e*) December, 1907, Matriculation, Junior Scholarship Examination, &c.	2,814	0	0
	£7,008	3	1

II. Ordinary Scholarship Account.

	£	s.	d.
Statutory grant (half share)	1,500	0	0
Interest	934	0	6
	£2,434	0	6

III. John Tinline Scholarship Account.

	£	s.	d.
Interest	63	0	0

IV. Senior National Scholarship Account.

	£	s.	d.
Statutory grant	932	0	6
Taranaki Scholarship	60	0	0
Refund	1	1	0
	£993	1	6

V. MACMILLAN-BROWN PRIZE ACCOUNT.

Interest	£9 17 5

SUMMARY OF RECEIPTS, 1907.

	£	s.	d.
General Account	7,008	3	1
Ordinary Scholarship Account	2,434	0	6
John Tinline Scholarship Account	63	0	0
Senior National Scholarship Account	993	1	6
Macmillan-Brown Prize Account	9	17	5
	£10,508	2	6

B. CLASSIFIED EXPENDITURE.

I. GENERAL ACCOUNT.

	£	s.	d.
1. Senate sessions—			
Expenses of Fellows	293	14	8
Expenses of sessions	93	18	5
2. Office and salaries—			
Registrar	500	0	0
Assistant Registrar	300	0	0
Clerical assistance	17	2	0
Messenger and charwoman	15	0	0
Rent of offices	108	13	4
Office furniture and fittings	0	15	0
Official postage	94	15	0
3. Miscellaneous—			
Printing—			
Calendar	169	11	6
Minutes	61	15	0
Diplomas	20	9	6
General printing and stationery ..	255	19	9
Expenses of conferring diplomas ..	71	7	4
Miscellaneous	133	10	1
4. Examinations—			
(*a*) November, 1906—			
Examiners' fees	914	15	0
Printing and advertising ..	15	11	8
English agent—			
Fee	100	0	0
Expenses	39	17	0
Revising mining syllabus ..	59	8	0
Carried forward	£3,266	3	3
Brought forward	3,266	3	3
4. Examinations—*continued.*			
(*b*) December, 1906—			
Examiners' fees	727	2	0
Printing and advertising ..	26	9	11
(*c*) January, 1907—			
Examiners' fees	122	16	6
Supervision fees	4	9	11
Printing and stationery ..	3	11	3
(*d*) April, 1907—			
Examiners' fees	104	15	10
Supervision fees	8	16	5
Printing and advertising ..	8	2	6
(*e*) May, 1907—			
Examiners' fees	59	14	4
Supervision fees	17	10	8
Printing and advertising ..	8	3	11
(*f*) Special examinations—			
Examiners' fees	16	1	0
Supervision fees	2	6	6
(*g*) November, 1907—			
Examiners' fees	449	17	6
Supervision fees	329	14	9
Printing and advertising ..	193	15	2
(*h*) December, 1907—			
Supervision fees	724	9	1
Printing and advertising ..	311	4	4
	£6,385	4	10

II. ORDINARY SCHOLARSHIP ACCOUNT.

	£	s.	d.
Scholarships—			
(*a*) Junior scholarships—			
Scholarships of 1904—			
7 at £50, £350; 6 at £30, £180	530	0	0
Scholarships of 1905—			
8 at £50, £400; 7 at £30, £210	610	0	0
Scholarships of 1906—			
3 at £50, £150; 11 at £30, £330; 1 at £25, £25	505	0	0
(*b*) Senior scholarships—			
Scholarships of 1906—			
10 at £50, £500	500	0	0
Miscellaneous	26	14	8
	£2,171	14	8

III. JOHN TINLINE SCHOLARSHIP ACCOUNT.

	£	s.	d.
Scholarship	12	10	0
Miscellaneous	0	10	6
	£13	0	6

IV. SENIOR NATIONAL SCHOLARSHIPS ACCOUNT.

	£	s.	d.
Scholarships—			
10 at £50, £500; 6 at £20, £120; 1 Taranaki, £60	680	0	0
Fees	210	10	0
Bursaries	99	3	6
Contingencies	2	4	6
	£991	18	0

V. MACMILLAN-BROWN PRIZE ACCOUNT.

	£	s.	d.
Prize	9	17	5

SUMMARY OF EXPENDITURE, 1907.

	£	s.	d.
General Account	6,385	4	10
Ordinary Scholarship Account	2,171	14	8
John Tinline Scholarship Account	13	0	6
Senior National Scholarships Account	991	18	0
Macmillan-Brown Prize Account	9	17	5
	£9,571	15	5

INVESTMENT ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	22,379	0	0	Balance—			
Ordinary Scholarship Account	200	0	0	Ordinary Scholarship Account—			
				Loans on mortgage at 5 per cent. ..	7,500	0	0
				Loans on mortgage at 4½ per cent. ..	12,500	0	0
				Fixed deposit at 4 per cent. ..	1,000	0	0
				John Tinline Scholarship Account—			
				Loan on mortgage at 5 per cent. ..	1,200	0	0
				Fixed deposit at 4 per cent. ..	150	0	0
				Bowen Prize Account—			
				Fixed deposit at 4 per cent. ..	119	0	0
				Macmillan-Brown Memorial Prize Account	110	0	0
	£22,579	0	0		£22,579	0	0

THE ENGLISH AGENT IN ACCOUNT WITH THE UNIVERSITY.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	1,200	18	10	Expenses of November examination, 1906—			
Imprest	1,100	0	0				
				Examiners' fees	914	15	0
				Agent's fee	100	0	0
				Agent's expenses	89	17	0
				Revising mining syllabus	59	8	0
				Balance in Agent's hands	1,186	18	10
	£2,300	18	10		£2,300	18	10

BALANCE-SHEET.—GENERAL ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	1,406	15	4	Payments, 1907—			
Plus imprest	1,200	18	10	Senate	387	13	1
Receipts of 1907—				Office and salaries	1,036	5	4
Statutory grant	1,500	0	0	Miscellaneous	712	13	2
Miscellaneous	84	7	1	Examinations	4,248	13	3
Fees—				Balance—			
Degree	496	13	0	Cash in bank	2,042	1	7
Ad eundem and Certificates	30	1	0	Cash in hand	1	12	0
Medical registration	69	6	0	Imprest, English Agency	1,186	18	10
Examinations	4,827	16	0				
	£9,615	17	3		£9,615	17	3

BALANCE-SHEET.—ORDINARY SCHOLARSHIP ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	21,466	5	5	Payments, 1907—			
Receipts of 1907—				Scholarships	2,145	0	0
Statutory grant	1,500	0	0	Miscellaneous	26	14	8
Interest	934	0	6	Balance—			
				Cash in bank	728	11	3
				Loans on mortgage at 5 per cent. ..	7,500	0	0
				Loans on mortgage at 4½ per cent. ..	12,500	0	0
				Fixed deposit at 4 per cent.	1,000	0	0
	£23,900	5	11		£23,900	5	11

BALANCE-SHEET.—JOHN TINLINE SCHOLARSHIP ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	1,582	15	6	Payments, 1907—			
Receipts of 1907—Interest	63	0	0	Scholarship	12	10	0
				Miscellaneous	0	10	6
				Balance—			
				Cash in bank	282	15	0
				Loan on mortgage at 5 per cent. ..	1,200	0	0
				Fixed deposit at 4 per cent.	150	0	0
	£1,645	15	6		£1,645	15	6

BALANCE-SHEET.—SENIOR NATIONAL SCHOLARSHIPS ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Statutory grants	932	0	6	Scholarship payments	680	0	0
Taranaki Scholarship	60	0	0	Fees	210	10	0
Refund	1	1	0	Bursaries	99	3	6
				Contingencies	2	4	6
				Balance—Cash in bank	1	3	6
	£993	1	6		£993	1	6

BALANCE-SHEET.—BOWEN PRIZE FUND ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	119	0	0	Balance	119	0	0
	£119	0	0		£119	0	0

BALANCE-SHEET.—MACMILLAN-BROWN MEMORIAL PRIZE ACCOUNT.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	110	0	0	Payments of 1907—Prize	9	17	5
Receipts of 1907—Interest	9	17	5	Balance	110	0	0
	£119	17	5		£119	17	5

BALANCE-SHEET ON ALL ACCOUNTS.

Dr.	£	s.	d.	Cr.	£	s.	d.
Balance from 1906	24,684	16	3	Payments, 1907—			
Plus imprest	1,200	18	10	General Account	6,385	4	10
Receipts of 1907—				Ordinary Scholarship Account ..	2,171	14	8
General Account	7,008	3	1	John Tinline Scholarship Account ..	13	0	6
Ordinary Scholarship Account ..	2,434	0	6	Senior National Scholarships Account	991	18	0
John Tinline Scholarship Account ..	63	0	0	Macmillan-Brown Prize Account ..	9	17	5
Senior National Scholarship Account ..	993	1	6	Balances—			
Macmillan-Brown Prize Account ..	9	17	5	General Account	2,043	13	7
				Ordinary Scholarship Account ..	728	11	3
				John Tinline Scholarship Account ..	282	15	0
				Senior National Scholarship Account ..	1	3	6
				Imprest (English Agency)	1,186	18	10
				Investments and mortgages	22,579	0	0
	£36,393	17	7		£36,393	17	7

J. W. JOYNT, Registrar.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

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NEW ZEALAND.

With the Compliments of
The Inspector-General of
and Secretary for Educati

Education Department,
Wellington, 190

1908.
NEW ZEALAND.

EDUCATION:

THE UNIVERSITY OF OTAGO.

("THE UNIVERSITY OF OTAGO ORDINANCE, 1869.")

[In continuation of E.-7, 1907.]

Stanford University
FEB 2 1909

Presented to both Houses of the General Assembly by Command of His Excellency.

Visitor.—His Excellency the Governor.

Council.

Appointed by His Excellency the Governor in Council—His Honour Mr. Justice Williams, M.A., LL.M. (Chancellor); J. Allen, M.A., M.P. (Vice-Chancellor); J. Roberts, C.M.G.; T. M. Hocken, M.R.C.S., F.L.S.; D. Stewart; L. W. Harris.

Elected by graduates—Rev. A. Cameron, B.A.; T. K. Sidey, B.A., LL.B., M.P.; Rev. W. Hewitson, B.A.; Robert Church, M.D., Ch.B.

Elected by the professors—Professor J. H. Scott, C.M., M.D., M.R.C.S., F.R.S.E.; Professor J. Shand, M.A., LL.D.

Professors.

Natural Philosophy, J. Shand, M.A., LL.D.; Chemistry, J. G. Black, M.A., D.Sc.; Anatomy, J. H. Scott, C.M., M.D., M.R.C.S., F.R.S.E.; Mining and Mining Geology and Director of the School of Mines, James Park, M.A.I.M.E., M.I.M.M., F.G.S.; Biology (also Curator of the University Museum), W. B. Benham, D.Sc., Lond., M.A., F.Z.S.; Mental and Moral Philosophy, Rev. W. Salmond, M.A., D.D.; Mathematics and Mechanics, D. J. Richards, M.A.; English Language and Literature, T. Gilray, M.A., F.R.S.E.; Physiology, J. Malcolm, M.D., Ch.B. Dentistry, also Director of the Dental School, H. Percy Pickerill, M.B., B.Sc.; B.D.S.; L.D.S.

Lecturers.

French, Geo. E. Thompson, M.A.; German, F. H. Campbell, M.A.; Hebrew, Rev. M. Watt, M.A., D.D.; Practice of Medicine, D. Colquhoun, M.D., M.R.C.P., M.R.C.S.; Medical Jurisprudence and Public Health, F. Ogston, M.D., C.M.; Midwifery and Diseases of Women, F. C. Batchelor, M.D., M.R.C.S., L.R.C.P., L.M., L.S.A.; Materia Medica, E. E. Blomfield, M.D., B.S., Lond., M.R.C.S., L.R.C.P., Eng.; Pathology, W. S. Roberts, M.R.C.S.; Ophthalmology, H. L. Ferguson, M.A., M.D., &c.; Surgery, L. E. Barnett, M.B., C.M., F.R.C.S. Eng.; Mental Diseases, F. T. King, M.B., C.M., B.Sc.; Clinical Medicine and Clinical Surgery, the Honorary Medical and Surgical Staff of the Dunedin Hospital; Metallurgy and Assaying, D. B. Waters, A.O.S.M.; Geology and Mineralogy, P. Marshall, D.Sc., M.A.; Constitutional History, A. R. Barclay, M.A., LL.B., M.P.; Jurisprudence, Wm. Grant Hay, LL.B.; Education, D. R. White, M.A.; Political Economy, H. D. Bedford, M.A., LL.B.; Tutor in Medicine, W. M. Macdonald, M.B., C.M.; Tutor in Surgery, W. Newlands, M.B., Ch.B., F.R.C.S., Edin., B.Sc., M.A., N.Z.; Classics, T. D. Adams, M.A.

Registrar—W. A. Mason.

THE CHANCELLOR OF THE UNIVERSITY OF OTAGO TO HIS EXCELLENCY THE GOVERNOR.

YOUR EXCELLENCY,— University of Otago, Dunedin, June, 1908.

In compliance with the provisions of "The University of Otago Ordinance, 1869," I have the honour to forward to Your Excellency the report of the proceedings of the University of Otago for the year ending the 31st March, 1908.

Council.—I regret to have to report that during the year Dr. Robert Burns, who has faithfully served in the Council from 1869 to 1907, was removed by death. Your Excellency in Council has been pleased to appoint Mr. John Roberts, C.M.G., for a term of five years from the 1st May, 1907, in the place of the late Dr Burns. I also regret to inform you that Professor Sale, one of the earliest professors appointed, had through advancing years to give up teaching and resign his seat on the Council. Under agreement made with Professor Sale at the time of his appointment the Council was enabled to retire the Professor with £300 per annum during his lifetime. On the 4th April, 1908, the Professorial Board elected Dr. J. H. Scott to the seat on the Council vacated by Professor Sale. The Council reappointed Mr. T. K. Sidey, M.P., and Dr. Church its representatives on the High School Board; and Mr. J. Allen, M.P., Vice-Chancellor, was appointed to the New Zealand University Senate in place of Professor Sale.

Staff.—The Council noted with great satisfaction honours that have come to two members of the staff. Professor Benham has been made a Fellow of the Royal Society, and Dr. Colquhoun Fellow of the Royal College of Physicians. During the year Dr. Riley resigned his position as Tutor in Surgery, and Dr. W. Newlands was appointed in his place. The Council did not see its way to select a Professor of Classics owing to want of necessary funds. Satisfactory arrangements have, however, been made with Mr. T. D. Adams, a graduate of Otago University, to take the lectures in Latin, and with Mr. James Dunbar in Greek. Dr. Pickerill arrived in the Dominion on the 14th September, 1907, and commenced his work as Director of the Dental School on the 16th September. Dr. Pickerill has been given the status of professor. The salary of Mr. F. H. Campbell, Lecturer on German, has been raised to £75 per annum. Mr. G. E. Thompson, Lecturer on French, was given leave of absence during the first three weeks of the session to enable him to visit Europe. In this connection I desire to draw Your Excellency's attention to the value which must accrue by professors either exchanging with those of the Mother-country or having facilities given to them for visits to older lands. Victoria University communicated with my Council on this subject during the year, and I should be pleased to hear that some provision could be made for this purpose.

The number of those who give honorary assistance to the work of teaching in the Otago University continues to increase. This year Messrs. H. A. Dodgshun, T. A. Hunter, C. W. Hay, F. Throp, T. Glendining, F. Armstrong, O. V. Davies, J. Dunlop, H. D. Brewer, A. Thompson, A. J. Chrystall, and Dr. H. Ziele have been appointed on the staff as honorary dental surgeons; Dr. Stuart A. Moore and Dr. Fitchett as honorary anæsthetists; Dr. Colquhoun as honorary physician; and Dr. Barnett as honorary surgeon to the Dental Hospital.

Report of Chairman, Professorial Board.—This year a report from the Chairman of the Professorial Board is forwarded; and particulars of attendance, degrees, scholarships, and prizes will be found in it. The Council has been able to raise the annual value of the Richardson and Macandrew Scholarships to £30 as from 1st April, 1908.

Research Scholarships.—In my report of last year the necessity for provision to carry on post-graduate work was referred to, and I note with great pleasure the establishment by Parliament of Research Scholarships. Immediately on being informed, the Council constituted the Board, with Professor Park as Chairman. To give full value to this research-work it will be necessary to make the latest literature on the question for research available to the student either by strengthening the local libraries or by some means of circulating the necessary literature.

Dental School.—I am pleased to be able to report that the school is being very successfully conducted. The building, equipment, and protection of the river-bank cost £478 7s. 11d. more than was provided by Parliament and the contribution of the Dentists of New Zealand. Further equipment is urgently needed to keep pace with growing requirements. This has been represented to the Minister of Education, and it is hoped provision will be made on this year's estimates. It is hardly necessary to point out that the school, as the only training institution in the Dominion for dentists, must be up to the standard of similar institutions in older lands if the results are to be what the University may be proud of.

Shortly after Dr. Pickerill's arrival a dental faculty was created, with Dr. Pickerill as Chairman, and the teachers and honorary staff as the other members. The faculty will advise the Council on any matter relating to the Dental Hospital and the training of dental students. Arrangements have been made for the extraction and filling department to be open during the vacation. Certificates of attendance are granted for post-graduate work. The official opening of the Dental School by the Hon. G. Fowlds, Minister of Education, took place on the 4th April, 1908. Your Prime Minister was also present. Outside interest continues in the school, as is evidenced by the fact that the Odontological Society gave the cases for the Museum, and the New Zealand Consolidated Dental Company have intimated their intention to present a dental chair.

Mining School.—My Council is grateful to Parliament for the vote of £4,000, supplemented later on by an assurance from your Minister of a further £1,000, towards the new Mining School building. The contract has been let for £4,363, and the building is in process of erection. Further particulars will be found in the report of the Director, which is attached.

Medical School. — This school continues its good work. Improvement in the facilities for teaching will result from the establishment of a Maternity Home in Forth Street, towards which the Council has agreed to pay £25 per annum for cost of material, &c., used by students.

In last year's report reference was made to the necessity for the representation of the Council on the Board of Hospital Trustees. The interests of the school are so closely bound up with the Hospital that I again respectfully draw your attention to this matter.

Veterinary School.—Correspondence has taken place with the Minister of Lands and the Minister of Education on this question. Interviews have been held with Mr. Gilruth, and quite lately with the Inspector-General of Schools. As a result the Minister of Education has been informed that the Council is willing and anxious to establish the school, will find a site, and, if the necessary funds are provided, will arrange a complete course which will be recognised by the Royal College of Veterinary Surgeons, and also a subsidiary course for the training of Inspectors of the Agricultural Department; this course to occupy about nineteen months, including two winter sessions and one summer. There seems no reason, other than the want of the necessary funds, why New Zealand should not at once commence the training of veterinary experts and well-trained Inspectors for the Agricultural Department; and it may be hoped Parliament will make the necessary provision this year.

Other Schools.—Owing to a request made by the Otago Education Board, Dr. Benham, F.R.S., with the entire approval of the Council, arranged for a course of lectures for teachers on natural history. An elementary mathematical class of five hours per week has been instituted.

Finance.—The method of book-keeping has been reorganized during the year, and various adjustments of accounts have been made, which result in complete separation of general and endowment accounts.

The Council is grateful to the City Council for the remission of half of the water rates, but would have been still more pleased had the City Council seen its way to remit the whole, as has been done the last few years. The Council's lessees in Dunedin have been put in a more satisfactory position by the passing of the Reserves and other Lands Disposal Act of 1907, by which certain disused streets and small parcels of land formerly covered by the Leith were vested in the Council.

The debenture debt of £11,000 becomes due on the 31st December, 1908.

The accounts, duly audited, and a statement by Dr. Shand, the Honorary Treasurer, are attached.

Benefactions.—Under the will of the late Arthur Beverly the Council becomes possessed of a valuable property in Dunedin, the estimated value of which amounts to some £15,000. It was Mr. Beverly's desire that the "teaching of the mathematical, mechanical, and physical sciences and subjects akin thereto, and then the natural sciences in their various branches," should specially benefit by the bequest. Mr. Beverly also expressed a preference for the founding of scholarships to encourage young persons of good moral character who have talent and industry, but have not wealth. In addition to the property above referred to, Mr. Beverly left books, telescope, and other instruments to the Council.

Dr. Colquhoun and others during the year presented a small statue of the late Cecil Rhodes.

The widening interest of the public and of individuals in the University is very encouraging; and, in order that Your Excellency may appreciate the growth, I append a list of benefactions, which was prepared at the direction of the Council this year.

Received from private sources, in addition to the list of scholarships and prizes already contained in the calendar:—

Date.	Donor.	Amount. £	Object.
1903	Public subscriptions, *Evening Star* fund	820	Extinction of floating debt.
1903	Trustees, Dunedin Savings-bank	6,500	Endowment.
1904	Wolf Harris, Esq.	2,100	Endowment, Chair of Physiology.
1904	Mrs. Lothian (bequest)	600	Endowment.
	Public subscriptions—		
1905–6	*Otago Daily Times*	2,120	Buildings and endowment.
	Citizens' Fund	2,080	
1906	New Zealand Dentists	1,000	Dental School building.
1907	Arthur Beverly, Esq. (bequest)	15,400 (estimated)	Teaching of mathematical, mechanical, and physical sciences, &c., and scholarships.

Dr. Hocken's Gift.—During the year the Council accepted responsibility for the care and preservation of the valuable collection presented to the public of New Zealand by Dr. Hocken, and the necessary trust deed was completed. I have pleasure in reporting that the building, being an addition to the Museum, is in process of erection.

I would again draw attention to the fact that the University has control and responsibility of the Museum, but that the provision made for the cost of upkeep is inadequate. I would respectfully urge that a further allowance be made by Parliament for this important institution.

Students' Building.—Reference is made in the report of the Chairman of the Professorial Board to the need of a students' building and further class-rooms. With regard to the former, negotiations are still in progress with the Students' Association and the members of the University Christian Union. The latter body proposed to raise £1,500, and asked the Council to subsidise by £1 for every £1 raised. As the Council had no means, the matter was referred to Your Excellency's Government. It may have appeared to the Minister that the subsidy was asked for a building to be erected and controlled by the University Christian Union, and in consequence an unfavourable answer was returned: it is now proposed that any building erected should be under the control of the Council, both the Students' Association and the University Christian Union being called on to assist the Council. The need for such accommodation is very great, and I trust your Minister may reconsider the matter, and assist the voluntary effort by which it is proposed to raise half the funds necessary.

Conclusion.—In conclusion, it is with pleasure I assure Your Excellency of the vigorous life of the Otago University. Much has been done, but much more requires to be done to keep pace with growing requirements. The faculties already in existence are developing, and their needs grow. I feel that the University cannot be fulfilling its highest function till it comes even more closely in touch with the life, professions, and businesses of the people; and particularly does it seem expedient at the present time to develop the teaching-power, so that it may in time bring knowledge and influence to bear upon veterinary, farming, and agricultural pursuits.

Addendum.—Since the 31st March, 1908, the Grey Russell Scholarship has been awarded to Henry W. Slater, the Richardson Scholarship to William M. Stewart, the Women's Scholarship to Mary Shand Watt, and the MacGregor Prize to William H. Uttley.

I have much pleasure in informing Your Excellency that a few days ago Alexander Gordon Macdonald, A.O.S.M., B.E., was awarded the first scholarship—the Research—to cover the brown coals of Otago, in relation to their geological ocurrence, chemical and physical characters, mining and market conditions, present uses and economic possibilities.

JOSHUA STRANGE WILLIAMS, Chancellor.

PROFESSORIAL BOARD: REPORT OF THE CHAIRMAN (PROFESSOR THOMAS GILRAY, M.A., F.R.S.E.).

I HAVE the honour of submitting a general report on the work of the University during the academical year that ended on the 31st March, 1908.

Statistics of Attendance.—The Registrar has supplied the following statistics for session 1907: Number of students in arts and science, 223; in medicine, 86; in dentistry, 2; in mining, 12: total (males 207, females 116), 323. Matriculated students—males, 173; females, 107: total, 280. Non-matriculated students—males, 34; females, 9: total, 43.

Note: As there is a discrepancy between the number of students in the Mining School given by the Registrar and the number given by Professor Park, the Director of the School, in his annual report, I may explain that some of our art students attend the geology class. Geology, in addition to being a mining subject, may also be taken as a subject for B.A., B.Sc., M.A., and M.Sc., in connection with the New Zealand University degree examinations.

Changes in the Teaching Staff.—On the 31st March, 1908, Professor Sale retired from the active discharge of his duties as Professor of Classics—an appointment he had held since 1870, the year in which the work of the University of Otago was formally begun, it having been founded in the previous year. Professor Sale's retirement is, I believe, the greatest loss the University has sustained since its foundation. He was educated at Rugby School and afterwards at Trinity College, Cambridge, where he took his degree in 1854 with first-class honours in classics and second-class honours in mathematics. In 1856 he was elected a Fellow of Trinity College, the most famous of the Cambridge colleges; and in 1857 he was appointed Lecturer on Classics. Professor Sale filled the Chair of Classics in Otago University with great credit and distinction, and he has also rendered other services of the highest value to the institution. His profound classical learning, his sagacity in counsel, his strength of character, his unflinching courage, his transparent honesty, and his fidelity to his colleagues and other friends make him a singularly memorable figure in the academic history of New Zealand; and his colleagues regard him with feelings of the greatest esteem and deepest affection, and trust he may be long spared to enjoy his well-earned rest. In addition to discharging his duties as a member of the teaching staff with the highest efficiency, Profesor Sale acted as Chairman of the Professorial Board from 1895 to 1898, as a member of the University Council from 1894 to 1908, and as a member of the Senate of New Zealand University from 1878 to 1908, a body of which he was one of the most influential members. In the admirable speech delivered by Dr. Shand on the 30th October, 1907, at the valedictory presentation to Professor Sale, he pointed out that it is to Professor Sale that we owe what may be called the distinctive feature of New Zealand University education—namely, the appointment of British experts in the various subjects as examiners and the sending of the students' examination-papers to Britain. Whatever thoughtless cavillers may say, this feature of our system gives New Zealand University degrees a value that no other colonial degrees possess—a value similar to that of the University of London, which have always enjoyed a very high reputation. When the history of university education in New Zealand is written, no name will occupy a more honourable position in the record than that of Professor Sale.

The work of the Chair of Classics is at present shared by two gentlemen appointed by the University Council—Mr. Tom Dagger Adams, M.A., Lecturer on Latin; and Mr. James Dunbar, Lecturer on Greek. Both of these gentlemen have a high reputation as scholars and teachers, and the very best results are expected from their work.

Last September Dr. Pickerill arrived, and at once entered on his duties as Director of the Dental School. Subsequently, at a meeting of the University Council held on the 7th October, it was resolved, on the recommendation of the Dental Committee, "That Dr. Pickerill should be designated Professor of Dentistry, and also Director of the Dental School."

Elementary Class in Mathematics.—As it has been felt for some time that an elementary class in mathematics for students not sufficiently advanced to undertake the whole B.A. work within the limits of a single session is a desideratum in our curriculum, such a class was proposed last session by the Professorial Board, and was sanctioned by the University Council; and it now daily meets at 5 p.m. This class, which counts for keeping terms, is called the "Junior Class," the class doing the whole work for B.A. being now called the "Senior Class"—not the "Junior," as formerly.

General Statement of Academic Results.—It gives me great pleasure to inform the Council that session 1907 is one of the most successful of the thirty-seven sessions during which the University has been in existence. As a result of the Arts and Science Examinations held by the Home examiners in November, 1907, and of the Examination in Medicine held in January, 1908, by examiners resident in New Zealand, 15 of our students have taken the degree of Bachelor of Arts, 6 have taken the degree of Bachelor of Science, 2 have taken the degree of Bachelor of Engineering in Mining, 1 has taken the degree of Bachelor of Engineering in Metallurgy, 9 have taken the degree of Bachelor of Medicine and Bachelor of Surgery, 9 have taken the degree of Master of Arts with honours, 2 have taken the degree of Master of Science and honours in science, 4 have taken the pass degree of Master of Science, and 1 has taken the degree of Doctor of Medicine. Two of our students have won Senior Scholarships—the John Tinline Scholarship has been awarded to an Otago student (William Tremere Foster); and the 1851 Exhibition Science Scholarship has been awarded to an Otago student (Alexander Moncrieff Finlayson) for the fifth time since it was founded.

Winners of Scholarships and Prizes in the University of Otago (Session 1907).—The Macandrew Scholarship (Political Economy), Thomas Joseph Griffen; the Stewart Prize (Mental Science), Elizabeth Gordon; the Ulrich Memorial Medal (Mineralogy and Petrography), Edward Fletcher Roberts; the MacGregor Prize (Mental Science), Charles Alexander Stewart; the Parker Memorial Prize (Biology), Gladys Christian Mary Cameron; the James Clark £7 Book Prize (Latin), William Alexander; the James Clark £7 Book Prize (English), Arthur Watt; the James Clark £7 Book Prize (Mental Science), Henry Havelock Cornish.

Successes in Games and Athletics.—During session 1907 our first fifteen team of Rugby footballers, after a brilliant season, won, for the second year in succession, the Premiership of the Dunedin Clubs, and thus gained the Senior Grade Banner.

The Men's and Ladies' University Hockey Clubs are very flourishing institutions, and have supplied a felt need in the University. In 1907 the men's club again secured the premier position among the Dunedin clubs, and thus won, for the second time, the MacLean Challenge Cup for Hockey. In the midwinter recess the men's club had a most successful tour in the north, and gave a very good account of themselves even against clubs of long standing.

Tennis and fives have also been played as usual.

At the Intercollegiate Tournament held in March, 1907, at Auckland, the Athletic Shield was won by the Otago University athletic team for the third time in succession.

Successes of Former Students.—Under this head I intentionally exclude the successes of former students in passing examinations for British diplomas and degrees in medicine and in gaining important appointments in medicine and mining, as these matters properly belong to my colleagues, Dr. Scott (Dean of the Faculty of Medicine) and Professor Park (Director of the Mining School). Mr. James Allan Thomson, the first of New Zealand's Rhodes Scholars, has been appointed Lecturer on Geology in St. John's College, Oxford, and Demonstrator in Petrology to the University of Oxford. He has also been elected a Fellow of the Geological Society. The Hon. John George Findlay, LL.D., Attorney-General, and Saul Solomon, Esq., have been appointed K.C.s. Several of our athletes and footballers have distinguished themselves in Great Britain. I may mention more especially George Martin Chapman, of Caius College, Cambridge, who, having played in the annual match against Oxford in December last, has won his "blue" as a Cambridge University Rugby footballer; and Colin Macdonald Gilray, of University College, Oxford, who, having been included in the Scottish National Team that defeated the English team in the annual Rugby football match, has thus won his "cap" as an International Rugby footballer.

Honours to the University Staff.—It gives me peculiar pleasure to mention that two esteemed colleagues have been selected for special honour by Home institutions of the highest standing, Dr. Benham having been elected a Fellow of the Royal Society, and Dr. Colquhoun having been elected a Fellow of the Royal College of Physicians. We tender our hearty congratulations to these gentlemen.

Beverly Bequest.—In September last the Council was informed that the late Arthur Beverly, a modest and retiring gentleman of remarkable scientific gifts and acquirements, had bequeathed the greater part of his property to the University of Otago for the teaching of mathematical, mechanical, and physical sciences, and for the founding of scholarships. This welcome gift, which is valued at over £15,000, will, if wisely allotted and administered, prove an immense boon to the University, and will immortalise the name of the generous donor in connection with Otago's principal educational institution.

Research Scholarship.—During the year under review the New Zealand Education Department has taken a very important forward step by establishing four Research Scholarships—one to be open annually for competition at each of the four University colleges. A strong Board has been appointed, of which Professor Park is Chairman, to undertake the management of the Otago University Scholarship. The scholarship, which is of the value of £100 a year, is tenable for two years, with a possible extension to three years, and is open only to graduates, the Education Department having very wisely decided that the proper time for original research is *after* graduation, when the holder of the scholarship will be presumably a well-educated man, thoroughly grounded in scientific principles and methods, and having a sound knowledge of the results reached by earlier scientific workers. The Government of Sir Joseph Ward is to be heartily congratulated on establishing these scholarships. This action of the Government is only one among many gratifying proofs of the increasing sensitiveness of the Ministry to the needs and importance of the higher education. The holders of these scholarships must devote their whole time to some form of research that is likely to be of benefit to the industries of the Dominion.

Institutions and General Life of the University.—In addition to the athletic clubs, the other University institutions for the benefit of students, such as the executive of the Students' Association, the Debating Society, the Christian Union, and the Kahanga Club, have met regularly as usual, and have had very successful sessions. During the year under review the Dental School has begun what we all hope will be a long and prosperous career. Professor Pickerill has entered on his duties with great vigour and enthusiasm, and his well-directed zeal will doubtless have a most beneficial effect on the students and on the school generally.

In March last it was found, when the tenders for the new building for the School of Mines were considered, that the Government grant of £4,000 would not be sufficient for the erection of the building. The Government was accordingly informed of the position, and on the 13th of the month a telegram was received from the Minister of Education (the Hon. George Fowlds) intimating that the Cabinet had authorised a grant of an additional £1,000 for the school. The timely generosity of the Government enabled operations to be begun at once, and by the beginning of next session a thoroughly suitable and well-equipped building will be ready for the staff and students. The Otago School of Mines, which possesses an able and enthusiastic staff of teachers, is bound, when it enters its new building, to become increasingly useful and prosperous. It is to be hoped in this connection that before very long the Government's vexatiously severe regulations bearing on underground work will be relaxed. These regulations are at present the main hindrance to the success of our mining school, and they drive the great majority of our holders of diplomas in mining out of New Zealand.

As I explained the relation of the Dunedin Training College to the University in my last year's report, I may simply say here that the Training College students derive great benefit from their connection with the University, and that the important experiment initiated by the Education Department some years ago is thus amply justified by the results.

I have great pleasure in expressing my appreciation of the tone and good conduct of the students during the past year. In Otago University, students and teachers are a happy family, and get on remarkably well together. This has been increasingly the case during the last ten or twelve years, and is, I believe, one of the chief reasons why the University has now reached such a high state of efficiency.

Chief Needs of the University at the Present Time.—(1.) Two additional class-rooms: The University of Otago is unfortunately a very badly planned building. One of the results of this is that we have one class-room—namely, the Chemistry Lecture-room—that is really far too large for the purposes of ordinary class-teaching, while almost all our other class-rooms are too small. Between 5 and 7 p.m., when our attendance is at its maximum, some of the class-rooms are already uncomfortably crowded, and if the classes continue to increase we shall soon be very awkwardly situated as regards accommodation. We urgently require two additional class-rooms, and, when it is possible to give us these class-rooms, they should be of a size somewhat in advance of present requirements—they should, in short, be planned on such a scale as to afford comfortable accommodation for about eighty students each.

(2.) A students' building: I wish strongly to emphasize what I said last year about the deplorable accommodation in the University building for the comfort of students. We require a really good building with a first-class gymnasium, a reading-room, a hall for meetings, cloak-rooms, committee-rooms, lavatories, &c. It is estimated that such a building would cost about £6,000, and we believe that if £3,000 could be raised in Otago by the friends of the University the Government would probably be willing to supplement this by a pound-for-pound subsidy. The members of the Professorial Board are unanimously of opinion that this building, when we get it, should be controlled by the executive of the Students' Association, subject to the approval of the Professorial Board and of the University Council. We gratefully acknowledge that we owe a great deal in the past for efficient help to the editors of the *Otago Daily Times* and *Evening Star*. Perhaps these gentlemen may see their way to give us their powerful assistance in this movement, which is really of incalculable importance to the welfare of the University. Certainly nothing is more urgently required by us at the present time than a suitable building for the use of students.

(3.) Chair of Pathology: The prosperity of our Medical School, of which we are all proud, is a matter not only of local or provincial but of national concern. I believe that my medical colleagues are unanimous in thinking that the next great need of the Medical School that will have to be faced sooner or later is the foundation of a Chair of Pathology. This, however, is a large question, which I prefer to leave in the more competent hands of my esteemed colleague, Dr. Scott (Dean of the Faculty of Medicine).

(4.) An increased grant for the Mining School: Now that the Government has generously provided funds for the erection of a suitable home for our Mining School, and has thus banished all fear of the removal of the school from Dunedin, the only thing essential to the increased efficiency and prosperity of the school is an increase in the annual grant. I understand that an annual grant of £1,000 would be sufficient to meet all present requirements.

(5.) Teaching of elocution: In my last year's report I drew attention to the fact that, while we give our students excellent instruction in many branches of knowledge, we are doing little or nothing to assist them in communicating this knowledge to others by trained efficiency in public speaking. Any instruction the students get in this art they give to each other in their Debating Society. I believe it is very important that the efforts of the Debating Society should be supplemented by systematic instruction in voice-production, elocution, and public speaking. The importance of such instruction to the citizens of free communities can scarcely be overrated, and it is very desirable that our educated youth should receive training that would qualify them to take their place among the future leaders of the public in the Dominion. I trust that this matter will receive the early attention of the Council.

For some of the needs I have mentioned we shall sooner or later have to approach the Government, but surely it is not too much to hope that some of our wealthy public-spirited citizens in Otago will come to our assistance, and thus emulate the princely generosity of Mr. Ross to the Presbyterian Residential College.

SCHOOL OF MINES: REPORT OF THE DIRECTOR (PROFESSOR JAMES PARK, M.INST.M.M., M.A.INST.M.E., F.G.S.).

THE Director reported as follows:—

The Mining School for the year ended 31st December, 1907, showed an attendance of 21 students, of whom 19 were matriculated students of the University of New Zealand. Of the 21 registered students, 6 attended one subject only—namely, 1 in assaying and 5 in geology. Six students in their final year completed the full course in the division for which they had entered; and 2 in the final year failed to pass in all the subjects required to qualify for the associate diploma.

Annual Examinations.—Twenty students presented themselves for examination in twenty-one subjects, and of these one failed in senior surveying and one in mineralogy.

Diplomas and Certificates.—Nine graduates of the Mining School, having presented satisfactory certificates of time spent in practical work, as required by the regulations, were awarded the Diploma of Associate—namely, four in mining, four in metallurgy, and one in geology. The Certificate of Land and Mine Surveyor was granted to two graduates, and the Certificate of Metallurgical Chemist and Assayer to one student. The names of the students to whom diplomas and certificates were issued are as under: Philip Hastings McDouall, B.E., Certificate of Land and Mine Surveyor; Urquhart B. Inglis, A.O.S.M., Diploma of Associate in Metallurgy and Certificate of Metallurgical Chemist and Assayer; Gowan L. Hercus, Diploma of Associate in Metallurgy; John F. McPadden, B.Sc., Diploma of Associate in Mining; A. M. Finlayson, M.Sc., Diploma of Associate in Geology; Oluf Moen, A.O.S.M., Diploma of Associate in Metallurgy; Alfred L. Heale, Diploma of Associate in Mining; E. D. Isaacson, Diploma of Associate in Mining; Norman M. Shand, Diploma of Associate in Mining, Diploma of Associate in Metallurgy, Certificate of Land and Mine Surveyor. The diplomas granted in the division of mining, metallurgy, and geology since 1887 are as follows:—Mining: Issued up to end of 1906, 78; issued in 1907, 4: total 82. Metallurgy: To end of 1906, 38; 1907, 4: total, 42. Geology: To end of 1906, 13; 1907, 1: total, 14. Grand totals: To end of 1906, 129; 1907, 9; total, 138.

Appointments obtained by Old Students.—The number of remunerative appointments obtained by our old students in 1907 is greater than in any other year since the establishment of the school. It is a pleasure to state that men holding our associate diploma are held in good repute in all parts of the globe. A gratifying feature that is becoming more marked with each succeeding year is the tendency to appoint New Zealand mining graduates to places of responsibility within the Dominion. Thus, of seven Inspectors of Mines employed by the New Zealand Mines Department in various parts of the Dominion, no less than four are New Zealand mining graduates, and the number is certain to increase. New ideas permeate in a democratic community slowly and laboriously, but at last we have clear signs of a growing conviction that the men who are competent to hold responsible places abroad must be competent to fill the responsible places at home. We are deeply indebted to the Hon. Mr. McGowan, Minister of Mines, for the part he has played in breaking down the prejudice that so long existed against New-Zealand-trained men.

All the graduates of 1907 have been successfully placed, and the director finds an increasing difficulty in supplying men for the appointments that are put under offer through him. The names of the old students placed last year, and the nature of their appointments, is given below: Kenneth Graham, A.O.S.M., topographical surveyor, New Zealand Geological Survey; J. H. Adams, B.Sc., Assistant Geological Surveyor, New Zealand Geological Survey; Kenneth Graham, A.O.S.M., Government Surveyor, Java; T. H. B. Wayne, A.O.S.M., Consulting Engineer, Durban; S. Napier Bell, A.O.S.M., metallurgist, Peak Downs Copper Company, Queensland; D. V. Allen, B.Sc., A.O.S.M., Director, Zeehan School of Mines; J. Allan Thomson, B.Sc., A.O.S.M., Lecturer in Geology, St. John's College, Oxford; H. C. Boydell, B.Sc., A.O.S.M., lecturer, Kalgoorlie School of Mines, West Australia; W. Gibson, B.E., A.O.S.M., lecturer, Waikino School of Mines; Edward Iles, A.O.S.M., acting-lecturer, Thames School of Mines; U. B. Inglis, A.O.S.M., manager, Targinnie Gold-mining Company, Gladstone, Queensland; C. N. Bolt, B.Sc., engineer of harbour-works, Gladstone, Queensland; O. Gore Adams, B.Sc., A.O.S.M., metallurgist, Santa Isobel, United Gold-mining Company, Colombia, South America; W. A. Baker, B.Sc., Director, Thames School of Mines; Herbert Black, A.O.S.M., metallurgist, Cumberland Mine, South Australia.

The total number of appointments obtained by our students in the past seven years is as follows: 1901, 8; 1902, 7; 1903, 8; 1904, 11; 1905, 13; 1906, 14; 1907, 16: total, 77. Altogether seventy-seven responsible positions have been secured by sixty-two individual students, at salaries ranging for the most part between £300 and £600 a year. The occupations represented in the above appointments are as under: Consulting engineers, 5; mining engineers, 8; assistant mining engineers, 5; general mine-managers, 3; mine-managers, 8; inspectors of mines, 2; geological surveyors, 4; mine-surveyors, 5; land and topographical surveyors, 2; metallurgists, 13; dredge-masters, 2; directors of mining schools, 10; lecturers at mining schools, 10: total, 77. In addition to these posts, thirty of our students occupy in different parts of New Zealand such places as assayers, cyaniders, metallurgical chemists, mine and battery assistants, surveyors, geologists, and engineers' assistants at a remuneration of 9s. or 10s. a day. In these subordinate places our students gain the experience that fits them for more responsible appointments.

New Zealand University Examinations.—The results of the November examinations, so far as they concern our mining students, are as follow: Honours in Science: C. A. Cotton, first class in geology; J. A. Bartrum, first class in geology, third class in physics. Final B.E. (Mining): P. Hastings McDouall, W. Gibson. Final B.E. (Metallurgy): Gerhardt C. Ulrich. The Ulrich Medal for 1907 was won by Edwards F. Roberts. Exhibition Research Scholarship: The 1851 Exhibition Research Scholarship for 1907 was awarded by the New Zealand University Senate to Mr. A. Moncrieff Finlayson, who presented a valuable thesis on "The Gold-bearing Veins of Otago," a subject of great economic importance to the mining industry. Mr. Finlayson has had a brilliant academic career, and the award of this scholarship is a fitting reward for his perseverance. He deserves our most hearty congratulations. This is the fourth Exhibition Scholarship secured by our mining students during the past five years.

Academic Honours and Degrees.—In the past five years our mining students have secured the following academic distinctions: Two Rhodes Scholarships, four 1851 Exhibition Scholarships, four Senior Scholarships of New Zealand University, seven First-class Honours in Science, five Sir George Grey Scholarships, five the M.Sc. Degree, four the B.Sc. Degree, ten the B.E. Degree in Mining and Metallurgy.

Honours in Mining.—The signal success achieved by our graduates in the New Zealand University examinations in recent years is directly the result of raising the standard of the teaching in all the departments in the Mining School to the degree standard in 1901.

The geological is the only division of the school in which "honours" can be secured, and it is for this reason that no honours in mining or metallurgy figure in the above list. Honours in geology are taken in connection with the ordinary B.Sc. degree. By passing two examinations students obtain the pass degree, with the chance of securing in the second examination a New Zealand University Senior Scholarship. As the number of students competing for the annual Senior Scholarship in natural science is commonly small, being seldom more than two or three, it follows that the scholarship is practically a gift to any diligent candidate—that is to say, a student can secure his B.Sc. degree, with a Senior Scholarship added, which enables him to sit for "honours" in the third or final year. And to all of this no objection can be urged in such an important subject as geology. On the other hand, the mining and metallurgical undergraduate is compelled to pass three long examinations before qualifying for his B.E. degree, besides having to spend a year in practical work. He is offered no Senior Scholarship and can obtain no honours, notwithstanding the passing of three examinations, the last two of which require a wide range of professional knowledge of an exact kind. Honours in mining and metallurgy have been granted by the Royal School of Mines and by the College of Science for the past thirty years or more, and of the new English universities those of Birmingham and Leeds provide for honours in mining and metallurgy. Havard grants a D.Sc. degree in mining. Mining is a basal industry. The needs of modern times are so completely dependent on its productions that without it our civilisation could not exist for a day; and yet, despite its dominant position and the magnitude of its operation, its study and pursuit as a profession is seriously handicapped by the statutes of the New Zealand University, as compared with purely academic subjects. This is a survival of the traditional homage so long paid to the learning of the dead languages and abstract sciences in the older universities. The introduction of the physical sciences in the last century paved the way for the applied sciences which now hold an honoured place in the universities of Great Britain, continental Europe, and America. The author, in his annual report for 1906, stated that the New Zealand University at the present time grants senior scholarships and honours in all the purely academic subjects, one senior scholarship and honours in three grades in each, but no scholarships or honours in the subjects relating to applied science, such as economic geology, mining, metallurgy, applied mechanics, surveying, or engineering. This, surely, ought to be remedied. Applied science is the connecting-link between the university and the every-day industrial and professional life, and some incentive should be held out to the graduate in applied science. If the University of New Zealand is to be a living factor in the industrial progress of the Dominion it will be done chiefly through the efforts of its graduates in applied science. To grant scholarships and honours in such fundamental subjects as mathematics, physics, mechanics, and chemistry is admittedly right and proper, but to withhold like reward from the graduate who chooses a course in which the principles of these subjects are applied is a phase of our university system not in touch with the times in which we live, or in accordance with European usage

The lack of appreciation of applied science shown in New Zealand is perhaps due to the constitution of the University Senate and partly to timidity of isolation. In the representation the academic element is conspicuously dominant, while our isolation prevents a personal acquaintance with the intensely progressive movement that has swept over the universities of Great Britain in the past decade. The older universities are becoming more and more democratic, and frankly realise that they are a co-ordinate part of the general educational system, and exist for something besides mere polish.

New Mining School Building.—After calling the attention of the Council and Ministers to the ruinous condition of the present building for many successive years, the directors find it a pleasure to chronicle that a start has at last been made with the erection of a new building for which a grant of £5,000 has been made by the Government. It is hoped that everything will be in readiness for the formal opening of the new school at the beginning of next session.

Laboratory.—During the past year 134 samples of ore and mineral were assayed for the public by Mr. Waters at schedule rates; and in the same period thirty-seven samples of rock, &c., were examined and reported on by the Director, and some thirty by Dr. Marshall—all free of charge.

Original Research by Staff.—By Professor Park: (1) The Geology of the Cromwell Districts of Central Otago, Bulletin No. 5, New Zealand Geographical Survey—illustrated with ten coloured maps, numerous coloured sections, plates, and forty-seven diagrams—Government Printer, Wellington; (2) Text-book of Mining Geology, second edition—Chas. Griffin and Co., London; (3) Text-book of Theodolite Surveying and Levelling—Chas. Griffin and Co., London (in press); (4) Magnetic Segregation in its Relation to the Genesis of Certain Ore-bodies—Trans. N.Z. Inst., Vol. xxxviii, p. 11; (5) Contact Metamorphism in its Relation to the Genesis of Certain Ore-deposits—Trans. N.Z. Inst., Vol. xxxviii, p. 16; (6) Thermal Activity in its Relation to the Genesis of Certain Metalliferous Veins—Trans. N.Z. Inst., Vol. xxxviii, p. 20; (7) On the Role of Metasomatism in the Formation of Certain Ore-deposits—Trans. N.Z. Inst., Vol. xxxviii, p. 33. By Dr. Marshall: (1) Geological Notes on South-western Otago—Trans. N.Z. Inst., Vol. xxxix, p. 496; (2) Text-book on Geology of New Zealand—Government Printer (in press); (3) The Character and Distribution of Igneous Rock in New Zealand—Trans. Aust. Ass. Ad. Sc., Vol. xiii, 1907.

Acknowledgments.—The Director wishes, in conclusion, to place on record his appreciation of the co-operation of his colleagues in promoting the interests of the institution. His acknowledgments are especially due to Dr. Marshall and Mr. Waters, who have carried on the work in their respective departments with much zeal and conspicuous success.

OTAGO UNIVERSITY MUSEUM: REPORT OF THE CURATOR (DR. W. BENHAM, D.SC.).

The Hocken Wing.—In my last report I gave a history of the movement which will result in the addition of a north wing to the Museum. It has been found impossible, with the funds at the disposal of the Trustees, to build this wing to the height of the original design of Mr. Ross, so that it will now consist of a basement and two floors only. The building was commenced in March, 1908, and should be completed in October. The trustees will, of course, only provide the fittings for the Hocken Library and Picture-gallery on the upper floor; the cases required for the addition to the Museum itself, on the ground floor, will have to be provided from some other source.

The Art Gallery.—The erection of the Public Art Gallery, followed by the removal of the pictures from the room in the annexe, has released this room, which the Council has acquired for a small sum for Museum purposes. I propose to utilise this additional space for an extension of the Ethnological Department, but, unfortunately, though I have specimens, I have no cases in which to exhibit them, so that for the present the room is unoccupied. It would serve excellently as a gallery for Maori objects, and if the carved-house slabs, deposited by Dr. Hocken, at present surrounding the Ethnological Room, were removed from this position and fixed round the walls of the Art Room some resemblance to a Maori house would be given to it. But till funds allow, I fear this plan cannot be carried into effect.

The Collections.—During the summer I was able to avail myself of the services of Mr. David Miller, who kindly agreed to assist me in rearranging the collections of Lepidoptera and Coleoptera in the insect cabinet. The collection of named New Zealand insects was set up a good many years ago, and recently I have taken every opportunity of adding to this collection, originally made by the late Captain Hutton. But many changes in nomenclature have been made, as most of the orders have been revised by Captain Hutton, Mr. Hudson, and others in recent years, hence new labels had to be written, and Mr. Miller spent several weeks, under my supervision, in labelling and arranging the insects in the order adopted by the "Index Faunæ Novæ-zealandiæ," and in adding new ones received by the Museum at intervals during the last ten years. The Museum should have a good representative collection of insects of all orders readily available for reference by people interested, though only a few can be exhibited in the exposed cases; but our present cabinet is scarcely large enough for the moths and beetles—the rest of the insects are accommodated in store-boxes, and a great saving of time and labour would be effected if a second cabinet of the same size could be purchased, for I am constantly asked to name insects by people who naturally look to the curator of a museum for help in this and many other directions. A well-built cabinet could stand in the public room, available for visitors who wished to examine our insects or to compare their own specimens. It would be a great attraction to visitors, for insects well arranged in cabinet-drawers look much more attractive than in large cases, where, too, they soon get bleached.

Scientific Expedition.—At the end of November I joined, by invitation, a scientific expedition inaugurated by the Canterbury Philosophical Institute for the purpose of investigating, among other matters, the geology and natural history of the Auckland and Campbell Islands. The expedition was financed by the Government. Members were carried free on the G.s.s. "Hinemoa," and a report of the results will be published by the Government. During this trip I made a point of collecting examples of terrestrial invertebrates of all kinds, and I am at present engaged in working out certain groups. Earlier in the year I undertook to identify the echinoderms and annelids collected by Mr. E. Waite, of the Canterbury Museum, during the trawling expedition undertaken by the Fisheries Department. In both cases the Museum will benefit by the acquisition of new specimens.

Additions to the Collections.—Among the additions to the exhibits the most important is a restoration of the goose-shaped moa (*Pachyornis elephantopus*), founded on a complete skeleton and covered with emu-feathers. It attracts considerable attention.

Specimens of the mollusc Chiton, showing variation in colour and pattern, depending to some extent on locality, were added. A small octopus, mounted in a natural position, with arms extended; a pouched lamprey; several new echinoderms and molluscs; a few birds, and some less interesting objects were placed in the New Zealand department.

In the general collection I have placed in the mammal case a number of pictures, some of them coloured, of conspicuous and interesting larger animals not represented by specimens, such as hippopotamus, giraffe, camel, elephant, zebra, gorilla, &c. (these are found to interest children); photographs of the restored skulls of extinct ancestral proboscidians (moeritherium, palæomastodon, tetrabelodon), as well as photos of a series of molar teeth of extinct and living herbivora, showing the evolution of the pattern in cow, horse, &c.; also, casts of the skull and feet of the ancestral ungulate hyracotherium.

To the dentition series have been added several skulls from which the bone has been cut away, so as to exhibit the method of tooth-implantation (*e.g.*, hyomoschus, trichosurus, viverrra); small plaster restorations of extinct beasts (plesiosaurus, ichthyosaurus, anchitherium, and others). I have mounted the models of the aquatic reptiles in such a manner as to indicate their habit: the bottom of the stand is covered with sand and gravel, to represent the sea bottom; the sides and top are of glass covered by methyl green, very faintly, to indicate sea-water: the top has a hole cut in it so as to fit against the body of the animal, which was more or less immersed. In the case of ichthyosaurus, which was more subaquatic in habit, only the head and neck of the creature protrudes beyond the top, while the plesiosaurus has the greater part of its body above the surface, *Routine Work.*—The taxidermist has been, as usual, engaged in refilling such jars as required it, in remounting specimens in more suitable jars, in repairing skeletons, and in keeping the exhibits generally clean and tidy. As many of the exhibits have to be used in illustration of the lectures and laboratory work in zoology, palæontology, and odontology, and as the students of the Mining School use the cases of minerals for study, a considerable amount of time and labour is involved in keeping the cases and specimens in proper order for public display.

During the latter part of the year the taxidermist was engaged in trying to remount the male seal, which was set up many years ago in a ridiculous and impossible pose—erect on its hind legs. This has long been an eyesore to me, and last year I endeavoured to obtain the male seal exhibited at the Christchurch Exhibition in order to have it mounted in a more natural pose. Failing this, I proposed to the taxidermist to take down the old seal and to try to remount it. Mr. Jennings did his best to carry out my wishes, but the skin was too tough to be moulded in any new way, and it will now be set up on its belly, scrambling over rocks, as if coming out of the sea or basking in the sun on shore.

The attempt involved great labour, and necessitated the employment of outside assistance.

Acquisitions.—(A) New Zealand Zoology: The register contains 325 entries. It includes a large series of specimens, 270 in number, collected by me during the two trips to the subantarctic islands in February and November, 1907. Naturally much of this is already represented in the Museum, but several important novelties were obtained, such as fish-leeches (new to science), jelly-fishes, insects, earthworms, spiders, land-shells, &c., which in due time will be identified and added to the exhibits, or stored for study and reference. From other sources the most interesting are the following: A new species of large land-shell (*Placostylus bollonsi*) from the Three Kings Island; a green lizard, which bore two young ones of quite a different colour-pattern; several echinoderms new to science, of which an account is now ready for publication; some hydrocorallines from Preservation Inlet, including the rare Labiopora, which I sent to Professor Hickson, of Manchester, for description; a Comatula new to the coastal waters of the Dominion; native termites; and several rare or new deep-sea shells.

(B.) Foreign Zoology: There are only eleven entries, including a large African lizard, presented by Mr. Theomin; a Himalayan muntjac, which died in the Dunedin Gardens and was donated by the Superintendent of Reserves; a peculiar crustacean (Anaspides) from Tasmania, given by Mr. G. M. Thomson.

(C.) Palæontology: The eighteen entries include models and casts of various extinct animals, and a set of models of the valves of fossil brachiopods showing the arm-loop. These models, though exhibited, are chiefly used in teaching.

(D.) Ethnology: A small collection of objects from Ceylon, such as personal ornaments, brass utensils, weapons, coins, manuscripts, &c., was purchased through the medium of the Director of the Colombo Museum. Unfortunately I have no cases in which to exhibit these and several other ethnological objects.

List of Donors of Native Specimens.—I have already sent the usual formal acknowledgment of their donations to the twenty-four undermentioned individuals who have been good enough to forward specimens, and I take this opportunity of again tendering them my thanks, and of stating that specimens of even common animals—insects, spiders, shells—are always welcome. In this way it will be possible to retain for our Museum that special character which it already possesses—viz., the only representative exhibit of invertebrates in the Dominion. James Allen, M.P., white-pine borers (Pentarthrium); Captain Bollons—land-snail from the Three Kings (Placostylus); N. L. Buchanan, of Collingwood—nest of mason-bee; Judge Chapman—fragments of skulls of Maori dog; Dr. De la Tour—a rare fish (*Paratrachionthys trailli*); Miss Fergus, Portobello—a lizard (*Naultinus elegans*); Dr. Fulton—birds' eggs, beetle, &c.; C. Gudgeon—harvest-man; A. Hamilton, Director, Dominion Museum—a sea-pen (*Sarcophyllum bollonsi*); J. Horan, of Ruapuke—Crustacea; J. Jeffrey, of Anderson's Bay—termites, several insects, and other animals; J. A. Laird—beetle; Miss Mestayer, of Wellington—a rare annelid (*Chloeia inermis*); A. Michael,—a moth and its caterpillar (*Porina dinoides*), the vegetable caterpillar; W. Brook Oliver, of Christchurch—annelids; Professor Park—a lizard (*Pactylocnemis granulatus*); Captain Post—two land-shells (*Paryphanta hongii*); Percy Seymour, of Cromarty—Labipora, Comatula, and echinids; Mrs. Spender, of Geraldine—small land-shells (*Phenacohelix pilula*); H. Suter, of Auckland—a coral (*Kionotrochus suteri*) and several rare marine shells from deep water; W. Sutherland—shark (*Notidanus indicus*); H. R. Tapley—a stick-insect; T. Taylor, of Koromiko—beetles, worms, lizard, and shells; E. Waite, Curator, Canterbury Museum—starfishes, sea-urchins, and brittle-stars.

General.—The Museum is, with the exception of the Public Art Gallery, the only permanently open free place of entertainment and instruction in Dunedin; it is open daily, Sundays included, throughout the year, having been closed only on Christmas Day, Good Friday, and Labour Day. The public has shown its appreciation of its resources by visiting it in considerable numbers, especially on Sundays and holidays. Teachers, both of town and country schools, are making increasing use of its contents as a means of instruction; and I have been pleased to see that in some cases the children take notes of the exhibits. I would suggest that more teachers should have some definite object in view to which they should direct the attention of the children, for frequently they seem to wander round the cases in rather an aimless fashion.

The conduct of visitors has, I am pleased to note, been all that can be desired.

I hope that in the near future additional interest will be provided by new exhibits in the ethnological department.

OTAGO DENTAL SCHOOL: REPORT OF THE DIRECTOR (PROFESSOR H. PERCY PICKERILL, M.B., B.Sc., B.D.S., L.D.S.).

THE Dental School during its first nine months has made an excellent start, and there is every prospect of its fulfilling the highest expectations concerning it and of its work being thoroughly appreciated by that section of the public who are unable to pay the usual fees for dental attention.

The number of students attending has been ten, three of whom being students working for the B.D.S. degree, and the remainder, men who have passed the "Dental Board" Examination, and have come on here for a course of practical training in operative dentistry.

During the period 1,480 operations of all kinds have been performed, and it is satisfactory to note that by far the greater number of these has been in connection with the filling and saving of teeth; 206 have been simple extractions, 80 operations under anesthetics; 40 in connection with the making and fitting of artificial teeth. Four hundred and thirty-eight patients have received treatment; thus there has been an average of 3·4 operations performed for each patient. The number of patients at present under treatment is 240.

Staff.—The following were elected to the staff of the hospital in July last: Acting-director, Mr. O. V. Davies, L.D.S.; Honorary Dental Surgeons, Messrs. Throp, Dodgshun, Hunter, Glendining, Hay, Armstrong, and Dr. Ziele. Mr. Davies continued in office until the middle of September, when the Director arrived. At the beginning of this year the following additional honorary dental surgeons were elected: Messrs. Dunlop, Brewer, Chrystall, Thomson; and Mr. Davies was asked by the Council to continue his services as an honorary dental surgeon.

Prospect.—The school has great possibilities, and will before long become one of the most important and well-paying departments of this University. The demand for dentists is not likely to decrease, having regard to the appalling state of the teeth of the rising generation. As the public become more educated the demand for skilled dental surgery increases; and, seeing that a skilled trained dentist cannot treat so many patients per diem (conscientiously) as an unskilled dentist, it follows that the number of dentists must rapidly increase, and, since this school is the only portal in this country to the profession, my previous statement as to the outlook of the school has every probability of being justified.

Requirements.—There is, however, to the above, one most important condition—the school must be equipped in a thoroughly efficient manner; otherwise men will prefer to go Home or to America for their training, seeing that the difference in cost will not be very great. In order that we may successfully compete with the schools in London and Philadelphia, and, indeed, in order that it may be possible at all to train men up to the standard of a B.D.S. degree, it is absolutely necessary that a sum of about £1,600 be spent on equipment. One of the most pressing needs is that of a laboratory, where the more scientific side of dentistry may be taught, such as dental pathology and bacteriology; for, if any advance is to be made at all in checking the disastrous spread of dental caries, it is along such lines that men may be taught to treat dental diseases rationally, and not be merely content to patch up the effects of disease after it has occurred.

Suggestions.—In view of the fact that there is considerably more poverty amongst some of the patients who come under treatment at the hospital that I was led to anticipate, I think it would be desirable that some appeal should be made to the public to provide a fund for the treatment of those patients who cannot afford to pay for themselves. We should not on the latter account be obliged to turn patients away, yet we cannot afford to provide material at a loss to the school. We should, I think, participate in the Hospital Saturday collection. It would also be very desirable that some arrangements should be made with the General Hospital authorities and other charitable institutions whereby patients or inmates who are sent here for treatment may not be too great a burden upon the funds of this school.

Donations.—The Otago Odontological Society have promised a sum of £5 towards the erection of Museum cases. The Consolidated Dental Company of New Zealand have promised a modern operating-chair, the value of which is about £50.

THE MEDICAL SCHOOL: REPORT OF THE DIRECTOR (PROFESSOR J. H. SCOTT, M.D., M.R.C.S.).

Eighty-eight students are attending medical classes during the present session, of whom eight belong to the Dental School. These come from all parts of the colony. Eight students passed their final examination last January, and received the degrees of Bachelor of Medicine and Bachelor of Surgery of the New Zealand University. Of these, Crawford and Rogers are now acting as Junior House Surgeons to the Dunedin Hospital. Shore and Scannell, Brown and Simpson, are House Surgeons to the Christchurch and Wellington Hospitals, while Thomas is acting in a similar capacity in Auckland. Harrison has gone to London to continue his studies.

At its last meeting the Senate of the New Zealand University instituted a Travelling Scholarship in Medicine of the annual value of £150. This should prove of great value to our young graduates.

Dr. Riley has resigned his position as Surgical Tutor to the school, and his place has been filled by Dr. Newlands.

A most important addition to our teaching-facilities has, thanks to the untiring efforts of Dr. Batchelor, been made during the year: students now receive, in the Maternity Hospital in Clyde Street, a thorough training on modern lines before they are allowed to attend confinements outside. This was impossible under the old conditions, and this institution supplies a long-felt want.

The new Physiological Laboratory, under the direction of Professor Malcolm, has proved of great use to the school, and is also made use of by graduates for purposes of research.

The main need of the school at present is a new dissecting-room: the present one is old-fashioned and inconvenient, and is, besides, not large enough for present requirements.

BALANCE-SHEET of the UNIVERSITY OF OTAGO for the Year ending 31st March, 1908.

Receipts.	£	s.	d.	£	s.	d.
Balance, 31st March, 1907	..			187	8	5
Rents—						
Burwood and Mararoa	..			1,300	0	0
Barewood	..			900	0	0
Benmore	..			3,000	0	0
Forest Hill, Hay	..			60	0	0
Forest Hill, Miller	..			16	13	4
Run 79c, Barewood	..			16	19	6
Castle Street Reserve	..			273	0	0
Professors' houses	..			235	0	0
Government Specialisation Fund	2,000	0	0			
Transferred to Dental School Account, £500; transferred to Medical School Account, £1,500	2,000	0	0			
Church Board of Property	..			1,800	0	0
Fees	3,530	8	6			
Less transferred to Medical School Account, £117 6s. 9d.; less transferred to School of Mines Account, £120 14s. 6d.	238	1	3			
				3,292	7	3
Goldfields revenue	..			27	2	6
Interest on invested funds	718	5	5			
Less scholarship interest, £129 6s. 2d.; less Wolf Harris Endowment Fund, £94	223	6	2			
				494	19	3
Barewood Timber Account	..			2	12	0
Interest on Mrs. Lothian's legacy	..			30	11	6
Incidental receipts	..			4	13	0
Brokerage on purchase-money Scholarship Trust refunded	..			13	10	0
Transferred from Dental School Account	..			82	16	2
				£11,737	12	11

Expenditure.	£	s.	d.	£	s.	d.
Transferred to Property Sales Account	..			280	12	5
Salaries, professors and lecturers	8,662	8	8			
Less transferred to Museum Account, £250; School of Mines Account, £1,700; Medical School Account, £3,000; Dental School Account, £132 11s. 5d.; and £273 12s. 3d.	5,356	3	8			
				3,306	5	0
Salaries, assistants	430	7	6			
Less transferred to School of Mines Account, £79 10s.; Medical School Account, £231; Dental School Account, £54 5s.	364	15	0			
				65	12	6
Salaries, office and janitor	..			389	0	0
Apparatus and material—						
Chemical	..			29	11	5
Mathematical	..			2	6	0
Biological	..			53	18	6
Physical	..			32	14	9
Repairs and alterations to main building	..			90	3	11
" " professor's houses	..			28	17	9
Water, fuel, and light, General Account	..			93	4	11
Class fees, professors and lecturers	..			2,656	15	3
Law-costs	..			8	8	0
Library	..			164	3	5
Transferred to Ulrich Prize Fund Account	..			1	6	1
Insurance	51	1	3			
Less transferred to Dental School Account, £2 13s. 6d.; medical School Account, £11; School of Mines Account, £1 4s.; Museum Account, £7 6s.	22	3	6			
				28	17	9
Printing, advertising, and stationery	147	12	8			
Less transferred to Medical School Account, £6 10s. 6d.; School of Mines Account, £8 15s.; Museum Account, £2 15s.; Dental School Account, £19 13s.	37	13	6			
				109	19	2
Bank charges and interest	..			8	10	9
Transferred to Debenture Coupon Interest Account	..			495	0	0
Commission to Government for managing reserves	..			142	8	1
General expenses	..			120	4	1
Fees refunded	..			2	19	0
Premium on design, School of Mines	..			52	10	0
Expenses, Professor Richards (passage, &c.)	..			110	13	7
Subscription, maternity home	..			25	0	0
Transferred to Medical School Account	..			1,960	9	11
" Museum Account	..			189	14	6
" School of Mines Account	..			805	1	11
Balance on 31st March, 1908—						
In bank, £474 7s. 8d.; part debentures (£289 9s.), £8 16s. 7d.	..			483	4	3
				£11,737	12	11

SCHOOL OF MINES.

Receipts.	£	s.	d.	Expenditure.	£	s.	d.
				Salaries—			
Government subsidy	1,000	0	0	Director and lecturers	1,800	0	0
Fees and mining classes	120	14	6	Proportion of salaries of professors	400	0	0
Battery returns	0	8	0	Assistant	79	10	0
Transferred from General Account	805	1	11	Apparatus and material	82	6	11
				Repairs	1	17	0
				Insurance	1	4	0
				Water, fuel, and light	28	11	8
				Apparatus and geological	6	12	4
				Printing, advertising, and stationery	8	15	0
				General expenses	17	7	6
	£1,926	4	5		£1,926	4	5

DENTAL SCHOOL.

	£	s.	d.	Salary—	£	s.	d.
Fees	241	6	3	Director	278	12	3
Government grant, specialisation	500	0	0	Interim (O. V. Davies)	182	11	5
				Assistants	54	5	0
				Expenses, Dr. Pickerill	89	11	2
				General expenses	18	10	10
				Apparatus and material	61	1	2
				Printing and stationery	19	13	0
				Insurance	2	13	6
				Water, fuel, and light	6	11	9
				Transferred to General Account	82	16	2
	£741	6	3		£741	6	3

MEDICAL SCHOOL.

	£	s.	d.		£	s.	d.
Fees	117	6	9	Expenses	78	15	1
Government grant, specialisation	1,500	0	0	Water, fuel, and light	70	3	8
Interest, Wolf Harris endowment	94	0	0	Salaries—			
Transferred from General Account	1,960	9	11	Professor and lecturers	2,400	0	0
				Assistants	231	0	0
				Proportion of salaries of professors of biology, chemistry, and physics	600	0	0
				Printing and stationery	6	10	6
				Repairs and alterations	42	17	7
				Insurance	11	0	0
				Apparatus and material—			
				Physiology	117	13	0
				Pathology	8	6	1
				Materia medica	18	14	6
				Anatomy	66	0	2
				Surgery	5	18	1
				Gynaecology	14	18	0
	£3,671	16	8		£3,671	16	8

MUSEUM.

	£	s.	d.		£	s.	d.
Rent—							
Museum Reserve	400	0	0	Water, fuel, and light	18	17	0
Educational Board	0	5	0	General expenses	30	5	3
Transferred from General Account	189	14	6	Curator	250	0	0
				Attendants	263	0	0
				Repairs	2	14	3
				Insurance	7	6	0
				Printing and stationery	2	15	0
				Apparatus and material	5	2	0
				Purchase of iron annexe	10	0	0
	£589	19	6		£589	19	6

UNIVERSITY OF OTAGO ENDOWMENT FUND.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	2,224	4	0	Balance, 31st March, 1908—			
Collected by Registrar	4	4	0	Debentures	2,200	0	0
				General Account	28	8	0
	£2,228	8	0		£2,228	8	0

DENTAL SCHOOL BUILDING ACCOUNT.

	£	s.	d.		£	s.	d.
Government grant	1,000	0	0	Balance	10	10	0
Balance	433	7	11	Expenditure as per progress-payments	1,422	17	11
	£1,433	7	11		£1,433	7	11

WOLF HARRIS ENDOWMENT FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 31st March, 1907	2,100	0	0	Transferred to Medical School Account ..	94	0	0
Interest	94	0	0	Balance, 31st March, 1908	2,100	0	0
	£2,194	0	0		£2,194	0	0

RICHARDSON SCHOLARSHIP ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	870	17	5	Refund brokerage to General Account ..	3	17	0
Interest	33	0	6	Proportion of bank charge	0	2	7
				Debentures	823	2	3
				Current account, Bank of New Zealand, 31st March, 1908	76	16	1
	£903	17	11		£903	17	11

SIR WALTER SCOTT SCHOLARSHIP ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	329	10	8	Holder	10	0	0
Interest	12	3	7	Refund brokerage to General Account ..	1	8	6
				Proportion of bank charge	0	1	0
				Debenture	303	9	11
				Current account, Bank of New Zealand, 31st March, 1908	26	14	10
	£341	14	3		£341	14	3

TAIERI SCHOLARSHIP ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	353	10	4	Proportion of brokerage refunded to General Account	1	6	9
Interest	12	16	5	Proportion of bank charge	0	1	0
				Debentures	316	7	8
				Current account, Bank of New Zealand, 31st March, 1908	48	11	4
	£366	6	9		£366	6	9

SIR GEORGE GREY SCHOLARSHIP ACCOUNT.

	£	s.	d.		£	s.	d.
Government grant	50	0	0	Holder	50	0	0

WOMEN'S SCHOLARSHIP ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	643	7	11	Holder	15	0	0
Interest	24	3	10	Proportion of brokerage refunded to General Account	2	15	6
				Proportion of bank charge	0	1	10
				Debenture	601	19	5
				Current account, Bank of New Zealand, 31st March, 1908	47	15	0
	£667	11	9		£667	11	9

MACANDREW SCHOLARSHIP ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	924	1	9	Proportion of brokerage refunded to General Account	3	12	8
Interest	32	19	0	Proportion of bank charge	0	2	6
				Debentures	798	19	1
				Current account, Bank of New Zealand, 31st March, 1908	159	6	11
	£957	0	9		£957	0	9

MACGREGOR PRIZE FUND ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	131	9	7	Holder	4	0	0
Interest	5	1	10	Refund brokerage to General Account ..	0	10	0
				Proportion bank charge	0	0	5
				Debentures	124	19	4
				Current account, Bank of New Zealand, 31st March, 1908	7	1	8
	£136	11	5		£136	11	5

STUART PRIZE FUND ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	106	18	8	Holder	3	0	0
Interest	4	9	6	Proportion of bank charge	0	0	3
				Debenture	100	0	0
				Current account, Bank of New Zealand, 31st March, 1908	8	7	11
	£111	8	2		£111	8	2

ULRICH PRIZE FUND ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	72	13	10	Proportion of bank charge	0	0	3
Interest	2	11	11	Debenture	65	0	0
Transferred from General Account (part of £15)	1	6	1	Current account, Bank of New Zealand, 31st March, 1908	11	11	7
	£76	11	10		£76	11	10

PARKER MEMORIAL PRIZE FUND ACCOUNT.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	50	0	0	Holder	2	0	0
Interest	1	19	7	Proportion of bank charge	0	0	2
Balance on 31st March, 1908	0	0	7	Debenture, 31st March, 1908	50	0	0
	£52	0	2		£52	0	2

INTEREST ACCOUNT.—No. 3 Loan: Building Purposes, £11,000; Reclaiming Purposes, £1,000.

	£	s.	d.		£	s.	d.
From General Account	495	0	0	Interest paid on loan at 4½ per cent. ..	495	0	0

DEBENTURE ACCOUNT under "Dunedin Savings-bank Profits Act, 1878," and Amending Act, 1902.

	£	s.	d.		£	s.	d.
Balance, 31st March, 1907	6,500	0	0	Balance, 31st March, 1908, debentures ..	6,500	0	0

LAND-SALES INVESTMENT ACCOUNT.

	£	s.	d.		£	s.	d.
Balance 31st March, 1907	3,521	2	4	Balance, 31st March, 1908, debentures ..	3,521	2	4
Addition resulting from Mr. Statham's investigation	280	12	5	Debentures, part £289 9s.	280	12	5
	£3,801	14	9		£3,801	14	9

STATEMENT OF BALANCES.

		£	s.	d.				£	s.	d.
General Account		483	4	3	Balance in Bank—					
Scholarship Prize Fund—					General Account ..		£1,236 14 9			
Richardson Scholarship Account ..		899	18	4	Less outstanding cheques		711 10 8			
Sir Walter Scott Scholarship Account ..		330	4	9				525	4	1
Taieri Scholarship Account		364	19	0	Scholarship Account			363	16	4
Women's Scholarship Account ..		649	14	5	Debentures ..		£17,800 0 0			
Macandrew Scholarship Account ..		953	6	0	Less difference					
Macgregor Prize Fund Account ..		132	1	0	3 Debentures					
Stuart Prize Fund Account		108	7	11	at £96 ..	£288 0 0				
Ulrich Prize Fund Account		76	11	7	Brokerage ..	1 9 0				
Parker Memorial Fund Account ..		50	0	0						
University of Otago Endowment Account..		2,228	8	0		289 9 0	10 11 0			
Wolf Harris Endowment Account ..		2,100	0	0				17,789	9	0
Dunedin Savings-bank Debenture Account		6,500	0	0						
Land-sales Investment Account ..		3,801	14	9				18,678	9	5
		18,678	10	0	Less Debit Dental School Buildings ..		£396 1 1			
Debit—Dental School Building Account	£433 7 11				Outstanding cheques ..		37 6 10	433	7	11
Parker Memorial Fund ..	0 0 7									
		433	8	6						
		£18,245	1	6				£18,245	1	6

INVESTMENTS, DEBENTURES.

	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
General Account		9,400 0 0	Dunedin Stock Exchange, 4 per cent.		1,800 0 0	
			New Zealand Government, 4 per cent.		6,500 0 0	
			Dunedin C. and S. Tramways, 4 per cent. ..		400 0 0	
			Borough of Mornington, 4½ per cent.		700 0 0	
			(Interest earned for year, £382 19s. 3d.)			9 400 0 0
Wolf Harris Endowment Fund		2,100 0 0	Dunedin C. and S. Tramways, 4½ per cent. ..		2,000 0 0	
			New Zealand Government, 4 per cent.		100 0 0	
			(Interest earned, £94.)			2,100 0 0
University of Otago Endowment Fund ..		2,200 0 0	New Zealand Government Land for Settlement, 4 per cent.		2,200 0 0	
			(Interest earned, £88.)			2,200 0 0
Scholarship and Prize Fund		3,200 0 0	Borough of Mornington, 4 per cent.		300 0 0	
			Dunedin Stock Exchange, 4 per cent.		2,700 0 0	
			Dunedin C. and S. Tramways, 4 per cent. ..		100 0 0	
			Ditto, 4½ per cent. ..		100 0 0	
			(Interest earned, £118 7s. 11d.)			3,200 0 0
General Account No. 2		600 0 0	New Zealand Government, 4 per cent.		600 0 0	
			(Interest earned, £24.)			600 0 0
General Account No. 3	300 0 0	289 9 0	Dunedin C. and S. Tramways, 4 per cent, at 96 ..	£288 0 0		
			Brokerage ..	1 9 0		
				289 9 0	300 0 0	289 9 0
		£17,789 9 0				£17,789 9 0

W. A. MASON, Registrar.

Examined and found correct—J. K. WARBURTON, Controller and Auditor-General.

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NEW ZEALAND.

1908.

With the Compliments of

NEW ZEALAND.

The [illegible] of Education.

EDUCATION:

THE CANTERBURY COLLEGE.

Education Department,

("THE CANTERBURY COLLEGE AND CANTERBURY AGRICULTURAL COLLEGE ACT, 1896.")

Wellington, 190

[In continuation of E.-8, 1907.]

Stanford University Library FEB 2 1909

Presented to both Houses of the General Assembly by Command of His Excellency.

Visitor.—The Minister of Education.

Board of Governors (G. W. Russell, Chairman).

Appointed by His Excellency the Governor—The Right Rev. John Joseph Grimes, D.D.; the Right Rev. Churchill Julius, D.D.; and Mr. Thomas William Adams.

Elected by members of the Legislature—Rev. Robert Erwin, D.D.; Mr. Henry George Ell, M.P.; and Mr. John Lee Scott.

Elected by graduates—Very Rev. Dean Harper, M.A.; Mr. Thomas Scholfield Foster, M.A.; Mr. William Hugh Montgomery, B.A.; Mr. George Warren Russell; Mr. Alfred George Talbot, M.A., M.B.C.M., M.R.C.S.; and Mr. George Thorngate Weston, B.A., LL.B.

Elected by public-school teachers—Mr. Thomas Hughes, B.A.; Mr. Jonathan Charles Adams, B.A.; and Mr. Lawrence Berry Wood, M.A.

Elected by School Committees—Mr. Charles Henry Adolphus Truscott Opie; Mr. Benjamin Michael Moorhouse, M.B.C.M., M.R.C.S.; and Mr. Thomas William Rowe, M.A., LL.B.

Elected by Professorial Board—Mr. William Izard, M.A., LL.M.

Registrar—Mr. Alexander Cracroft Wilson.

Professors.—Classics—F. W. Haslam, M.A. (locum tenens, L. H. G. Greenwood, M.A.). Mathematics and Natural Philosophy—C. H. H. Cook, M.A. Engineering and Electricity—Mr. R. J. Scott, M.I.C.E., M.I.M.E. Chemistry—W. P. Evans, M.A., Ph.D., Giessen, M.S.C.I. French and German—T. G. R. Blunt, M.A. Biology and Palæontology—Charles Chilton, M.A., D.Sc., M.B.C.M., F.L.S. English Language, Literature, and History—Arnold Wall, M.A.

Part-time Lecturers.—Geology—Robert Speight, M.A., B.Sc. Jurisprudence and Law—T. A. Murphy, M.A., LL.B. Economics, History, and Commerce—James Hight, M.A., Litt. D., F.R.E.S. Mental Science—C. F. Salmond, M.A. Music—J. C. Bradshaw, Mus. Doc., F.R.C.O., L.R.A.M., A.R.C.M. Education—Edwin Watkins, B.A. Mathematics—E. G. Hogg, M.A., and H. D. Cook, M.Sc. Accounting and Accountancy—Mr. J. Morrison, F.I.A.N.Z. Sound, Light, and Heat—C. C. Farr, D.Sc., A.M.I.C.E.

School of Engineering and Technical Science.—Professor in Charge—Robert J. Scott, M.I.C.E., M.I.M.E.

Girls' High School.—Lady Principal—Miss M. V. Gibson, M.A.

Boys' High School.—Headmaster—C. E. Bevan Brown, M.A.

Museum.—Curator—Edgar R. Waite, F.L.S.

School of Art.—Director—R. Herdman Smith, A.M., F.S.A.M.

Public Library.—Librarian—H. Strong.

ANNUAL STATEMENT OF THE CHAIRMAN OF THE BOARD OF GOVERNORS.

At the meeting of the Board of Governors of Canterbury College held on Monday, the 27th April, 1908, the Chairman's statement of the progress made and work done in the several departments during the past year was read, as follows:—

[Some details are omitted in this reprint.—SECRETARY, EDUCATION.]

The present is the thirty-fifth annual report and statement of the Chairman of the Board of Governors since the establishment of the institution in 1873, and the twelfth since the passing of "The Canterbury College and Canterbury Agricultural College Act, 1896."

BOARD OF GOVERNORS.

At the first meeting of the Board in 1907 Mr. Charles Lewis resigned the Chairmanship, and also his seat as an ordinary member of the Board. Mr. John Lee Scott was appointed Acting-Chairman.

A special meeting of the Board was held on the 4th February to appoint a Chairman, when Mr. George Warren Russell was elected to the position for the period ending 30th June, 1907. At the statutory meeting in July Mr. Russell was re-elected Chairman for the ensuing year.

The results of the various elections for membership of the Board, during the year, have been as follows:—

Representing His Excellency the Governor.—2nd January—Right Rev. Bishop Grimes, D.D., reappointed. (The seat was declared vacant in the previous year, owing to his Lordship having been absent from the colony for six consecutive months.) 1st July—Right Rev. Bishop Grimes, D.D., reappointed.

Representing Canterbury Members of Parliament.—1st July—Rev. Robert Erwin, M.A., D.D., re-elected. 19th December—George John Smith, M.L.C., resigned, H. G. Ell, M.P., being elected to the vacancy.

Representing Graduates.—28th January—Charles Lewis, M.P., resigned, and on the 11th February George Thorngate Weston, B.A., LL.B., was elected to the vacancy. 1st July—William Hugh Montgomery, B.A., re-elected. George Warren Russell, re-elected.

Representing Teachers.—1st July—Lawrence Berry Wood, M.A., re-elected.

Representing School Committees.—3rd January—Thomas William Rowe, M.A., LL.B., re-elected. 1st July—Benjamin Michael Moorhouse, M.B.C.M., M.R.C.S., re-elected.

The sad death of the late Sir John Hall was reported to the Board on the 1st July, and a resolution expressing the sympathy of the Board was unanimously passed regarding the same. In his will he bequeathed 500 volumes to the Canterbury Public Library.

In January, 1907, Professor Cook obtained twelve months' leave of absence on account of the state of his eyes. During his absence the work of the Mathematical Chair was performed by Mr. E. G. Hogg and Mr. H. D. Cook. Professor Cook resumed duty at the opening of the College term in March, 1908, but almost immediately forwarded his resignation to the Board on account of failing health. This resignation was laid before the meeting of the Board of Governors held on the 24th February, when the following resolution, moved by the Chairman, and seconded by the Dean of Christchurch, and spoken to by several other members of the Board, was carried unanimously: "That the Board of Governors of Canterbury College receives with deep regret the resignation, owing to ill health, of Professor C. H. H. Cook, of his appointment as Professor of Mathematics. It places on record its high opinion of his devotion to the work of his chair, and to the cause of education generally, during the thirty-three years of his connection with Canterbury College, and trusts he may be spared for many years to enjoy a well-earned rest."

The work of the classes is being carried on for this session by the same gentlemen as acted last year, and the Board has resolved to invite applications for the position of Professor of Mathematics, the new appointee to take up his duties at the beginning of the session in March, 1909.

In December, 1907, Professor Haslam was granted twelve months' leave of absence on account of ill health, and arrangements were made by cable for Mr. L. H. G. Greenwood, M.A., who was engaged at the University of Leeds, to come to New Zealand to act as locum tenens for Professor Haslam for the year. He is now carrying out the duties of the chair.

On the 3rd June, 1907, a notable function took place in the Canterbury College Hall, when for the first time the whole of the institutions under the control of the Board were massed in that building. The occasion was an Imperial celebration. The Chairman of the Board presided, and patriotic addresses were delivered by His Honour Mr. Justice Chapman, the Headmaster of the Boys' High School, the Lady Principal of the Girls' High School, and Mr. E. K. Mules, on behalf of the Students' Association.

On the 3rd October, 1907, the building formerly known as College Lodge was opened as a College Club for matriculated students, the building having been renovated and furnished by the Board in order to provide a place of rest and recreation for male students. A most successful opening took place, the Chairman of the Board presiding on the occasion, and addresses being also given by Mr. J. C. Adams, Chairman of the College Committee, and others.

On the 18th October, 1907, there were unveiled in the College Hall memorial tablets in memory of the late Rev. Dr. Robert Lamb, M.A., M.B., B.D., and the late Captain F. W. Hutton, F.R.S., the former being erected by fellow-students and friends, and the latter by the Board of Governors and the Professorial Board. Suitable addresses were given by the Chairman of the Board, Rev. Dr. Erwin, and Professor Chilton.

Experimental classes in dental anatomy were established during the year, and the classes have justified the Board in extending them for another year.

A second course of popular lectures was given during the winter months, and, although the attendance was not so large as could have been wished, yet the lectures themselves were appreciated.

THE COLLEGE.

NUMBER OF STUDENTS.—The following table shows the number of matriculated and non-matriculated students who attended lectures each year since 1900:—

	Males.		Females.		
	Matric.	Non-matric.	Matric.	Non-matric.	Total.
1900	75	18	50	75	218
1901	95	18	53	54	220
1902	108	14	43	60	225
1903	119	26	48	56	249
1904	144	20	66	47	277
1905	135	26	65	51	277
1906	129	35	69	71	304
1907	153	44	100	45	342

Comparative statement showing the number of students attending the various lectures for the first term of 1907 and of 1908:—

CLASSICS.	1907.	1908.
Pass Latin (translation)	79	95
Pass Latin (composition)	66	69
Greek (translation)	4	5
Greek (composition)	4	5
Honours Latin	11	10
Pass Latin (teachers' class)	23	24
Totals	187	208
ENGLISH LITERATURE AND LANGUAGE.		
Pass Lectures.		
Anglo-Saxon and Middle English	58	62
Literature and set books	99	111
Essay Class	77	66
Philology	61	54
Honours Lectures.		
Anglo-Saxon	8	5
Middle English		4
Philology	6	6
Literature and set books	15	11
Anglo-Saxon (M.A.)	3	3
Middle English (M.A.)	2	0
Totals	329	322
MATHEMATICS.		
Pass pure mathematics (Preliminary)	14	14
Pass pure mathematics (Upper Division)	58	64
Pass mechanics and hydrostatics	16	22
Mathematics (for engineering students), Stage 2	13	0
Mathematics (for engineering students), Stage 3	10	3
Honours mathematics, Section 1	5	3
Honours mathematics, Section 2, and Stage 2 for engineers	0	5
Honours mathematics, Section 3	1	1
Honours mathematics, Section 4	1	0
Honours elementary mechanics and hydrostatics	1	0
Totals	119	112
CHEMISTRY.		
Chemistry (introductory)	24	21
Chemistry (pass)	11	7
Chemistry (elementary organic)	16	7
Chemistry (advanced, Section I)	2	0
Chemistry (advanced, Section II)	5	2
Practical chemistry (elementary and teachers' pass)	9	3
Practical chemistry (pass—general course)	25	28
Practical chemistry (elementary organic)	6	4
Practical chemistry (advanced)	7	6
Totals	105	78
SOUND, LIGHT, AND HEAT.		
Sound, light, and heat (pass)	16	9
Sound, light, and heat (intermediate)	7	3
Sound, light, and heat (honours)	1	0
Practical sound, light, and heat (pass)	19	9
Practical sound, light, and heat (honours)	0	0
Totals	43	21
BIOLOGY.		
Pass general biology	31	38
Honours general biology	6	4
Practical general biology	32	39
Pass botany	8	10
Pass practical botany	7	11
Honours botany	4	5
Practical botany (honours and research)	3	3
Pass zoology	6	3
Pass practical zoology	6	3
Honours zoology	1	0
Practical zoology (honours and research)	1	0
Totals	105	116
FRENCH.		
Pass Lectures.		
French (composition)	18	16
French (authors)	30	23
French (sight translation and grammar)	31	30
French (literature)	22	18
French (commerce course)	4	4
French composition (teachers' class)	1	0
	106	91

Honours Lectures.	1907.	1908.
French (composition)	17	13
French (authors)	2	0
French (old French)	4	4
French (philology)	5	3
French (literature)	4	2
Totals	32	22
GERMAN.		
German (books)	8	13
German (philology and composition)	7	7
German (literature)	1	0
German (commerce course)	0	6
German (for beginners)	5	0
Honours German (philology)	2	1
Honours German (literature)	0	2
Totals	23	29
JURISPRUDENCE AND LAW.		
Pass jurisprudence	13	14
Honours jurisprudence	1	2
Law (real property)	8	12
Law (Roman law)	8	4
Law (evidence)	10	4
Law (contracts)	9	11
Law (commercial law)	5	2
Totals	54	49
HISTORY AND ECONOMICS.		
English history	7	10
Constitutional history	25	22
History (commerce students)	4	3
History (teachers' class)	6	3
Honours history	5	5
Economics (pass)	32	29
Economics (elementary)	8	6
Economics (honours)	7	5
Currency and banking	29	21
Statistical method	2	0
Geography	18	12
Teachers' commercial geography	12	8
Totals	155	124
ACCOUNTING.		
Accounting	6	12
Accountancy	0	6
Totals	6	18
MENTAL SCIENCE.		
Pass logic	30	23
Pass psychology and ethics		35
Honours logic, psychology, and ethics	3	4
Honours history of philosophy		6
Totals	33	68
GEOLOGY.		
Historical and physical geology (second year's course)	7	10
Mineralogy and petrology (first year's course)	8	11
Palæontology (first year's course)	1	7
Honours geology	0	0
Totals	16	28
EDUCATION.		
Education	53	47
MUSIC.		
Rudiments of music (junior—first-year students)	7	2
Rudiments of music (junior—evening class)	0	6
Harmony (intermediate—second-year students)	7	8
Harmony, counterpoint (senior—third-year students)	2	6
Rudiments and harmony (evening class)	4	10
History of music	1	0
Advanced harmony, counterpoint, &c.	3	2
Form of composition	5	7
Ear-training and musical dictation	5	5
Teachers' certificate (Classes C and D)	35	30
Totals	69	76

Grand totals—

First term, 1907	1,435
First term, 1908	1,409

SUCCESSFUL STUDENTS.

The following table shows the number of students of this College who passed the various degree examinations of the New Zealand University of 1906, as compared with 1907:—

Degree.	1906.	1907.
Master of Arts, with honours	5	7
Master of Arts	3	1
Bachelor of Arts	13	16
Bachelor of Arts, first section	23	26
Master of Science	2	1
Bachelor of Science	2	2
Bachelor of Laws	4	6
Bachelor of Engineering (Electrical)	3	3
Bachelor of Engineering (Mechanical)	...	2
	55	64

The number of students who have succeeded in passing the various examinations for degrees given by the University of New Zealand are as follows: M.A., 168; B.A., 255 (some of whom are still eligible to compete for the M.A. degree); LL.D., 2; LL.B., 18; M.Sc., 7; B.Sc., 15; B. Engineering, 29; Mus. Bac., 3. Two art graduates have also obtained the degree of LL.D., 3 that of D.Sc., 1 that of Litt. D., 1 that of LL.M., 24 that of LL.B., 25 that of B.Sc., 3 that of M.Sc., 1 that of B. Engineering; 3 science graduates have also obtained the degree of B. Engineering.

Since the foundation of the University of New Zealand 157 graduates in arts and science have been awarded first-class honours; 60 of these belong to Canterbury College. Of the 13 double first-class honours awarded by the University, 10 were gained by students from this College.

Of the 219 Senior and Third Year and John Tinline Scholarships awarded by the University of New Zealand during the last thirty-one years (the period during which the present scholarship regulations have been in force) 102 have been awarded to students of Canterbury College.

Of the 28 Bowen Prizes which have been awarded by the University, for an essay on a subject connected with English history, and open to all undergraduates of the University of New Zealand, 19 have been gained by students of this College, whilst the only four mentioned as "*proxime accessit*" have also been of this College.

GIRLS' HIGH SCHOOL.

(Lady Principal, Miss M. V. Gibson, M.A.)

As was anticipated, the school work this year has been carried on under very considerable difficulties, owing to the extension and alterations of the building.

In the first term the classes were held in the old part of the school, which was more crowded than ever, and, in spite of all possible arrangements made by the architect and builder, there was much unavoidable disturbance. The hammering required to break through the brick and stone work that had to be removed afforded ample proof of the solidity of the original building, but frequently oral lessons had to be absolutely suspended while it continued. The Exhibition traffic passing the doors added to the general distraction.

During the months of February and March advantage was taken of the nearness of the Exhibition, and the special concessions made for school classes, to pay several visits during school hours to the more specially educational courts. The classes visited these in rotation, and the officials in charge gave up a great deal of valuable time explaining the various exhibits. Their kindness was much appreciated by the teachers and pupils, who found the visits to the Exhibition both enjoyable and instructive.

The foundation-stone of the extension of the building was laid by the Hon. George Fowlds, Minister of Education, on Thursday, the 28th March, in the presence of the Chairman of the Board of Governors, several members of the Board, the teaching staff and pupils of the school, and a few visitors, including Mr. Charles Lewis, M.P., and Mr. A. E. G. Rhodes, former Chairman of the Board of Governors.

At the beginning of the second term the want of light and ventilation in some of the rooms facing the extension made it impossible to use them. Two fair-sized rooms were obtained in an empty house in Chester Street, not very far from the school, and some of the classes were carried on there. This necessitated a good deal of passing to and fro on the part of girls and teachers, and a considerable shortening of the teaching-time in consequence, but, as the winter was fortunately a dry one, no more serious inconvenience was incurred.

By the beginning of the third term the new staircase and two of the new class-rooms were available, and were put into use while the other alterations were made, and the building was finished shortly before the close of the school year.

When the furniture and fittings are provided the school will have a fine assembly hall, five large class-rooms, and three smaller rooms, accommodating in all fully 240 pupils, a science room, and a small library. In addition to wide corridors and a fine double staircase with a dividing hand-rail, two fire-escapes have been provided for the upper floor. The ventilation, heating, and lighting arrangements are all made on modern hygienic principles, and dual desks are provided. There is not yet sufficient cloak-room accommodation, and the playground is wholly inadequate, being barely larger than the dimensions of the asphalt tennis-court, and shut off from the sun by the large brick building on the north. These are serious defects, especially in a girls' school, and call for improvement at as early a date as possible, as their evils will be doubled during the winter months.

During the year pictures for the assembly hall have been presented to the school by the late Sir John Hall (Houses of Parliament, Westminster), the late Allan McLean (portraits of Sir Walter

Scott and Robert Burns), Professor Macmillan Brown (Anne Hathaway's Cottage, Stratford-on-Avon), and the Lady Principal (Canterbury Cathedral). Pictures of Durham Cathedral and Stratford-on-Avon have also been purchased with the school funds.

The roll-number for the third term of 1906 was 189; the numbers for 1907 were—First term, 213; second term, 216; third term, 217. The increase was to some extent due to the Senior Free Place regulations, enabling pupils to continue longer at the school than they would otherwise have done. Now that both Senior and Junior Free Place regulations are in full working-order, the number leaving will balance the admissions, and the roll may be expected to remain fairly stationary—between 200 and 220—for some years to come. The health of the pupils during the first two terms was particularly good, but an epidemic of influenza has made the average attendance low for the third term.

Two of the teachers were absent on leave during the first and second terms of the year—Miss Henderson, B.A., and Miss Bing, B.A. Their places were taken by Miss Mary Barker, M.A., and Miss Grace Greenstreet, B.A. Miss Marie Bell Hay was also away during the months of March and April, owing to overstrain of the voice. Her work was temporarily done by Miss M. Hunt and Miss E. Hassall, B.A. Miss Bing resumed duty at the middle of the second term. At the close of the same term Miss E. Cull, M.A., resigned, and Miss M. Barker, M.A., was appointed to the vacancy. Miss Henderson returned to the school at the beginning of the third term, after her twelve months' leave of absence, and, as Mr. C. H. Gilby's resignation of his position as teacher of book-keeping and shorthand made further assistance necessary, Miss Greenstreet was then appointed to the regular staff.

A pleasant feature of the year was the Empire Day celebration, held in the Canterbury College Hall on the morning of the 3rd June, as the school holidays made it inadvisable on the 24th May. This event is the more worthy of note as it is the first time that all the educational institutions under the control of the Board of Governors have taken part in a united function.

Visits of inspection were paid during the month of November by Mr. T. H. Gill, M.A., LL.B., on behalf of the Inspector-General of Schools, and by Mr. Isaac, Inspector of Technical Classes.

At the December University examinations four pupils sat for the Junior University Scholarship Examination: two of them, Catherine Reynolds and Lydia Suckling, were awarded Senior National Scholarships, and also the two Gammack Scholarships; Lilian Griffin matriculated in the Credit List, and has been given a Normal Training College Bursary, and Annie Hulston passed the Matriculation Examination on the results of her work. Two pupils sat for the Medical Preliminary Examination, and both passed. Twenty-one sat for Matriculation, and nineteen passed, all but one taking Latin, and thereby also qualifying for the Solicitors' General Knowledge Examination. Nine pupils sat for Junior Civil Service Examination, and seven passed, six being placed in the Credit List, and one, Agnes Satchell, twelfth on the list, being the highest Canterbury lady candidate. For the Senior Free Place Examination forty-six were examined, and thirty-two passed. Senior Board of Education Scholarships were awarded on the results of the Senior Free Place Examinations to Eileen Fairbairn, Melvina Miles, Elizabeth Harvey, and Rachel Smith.

At the November Canterbury College examinations the only exhibitions awarded to lady students were won by ex-pupils of this school, that for Latin being given to Irene Wilson, for French to Ellen Baxter, for physical science to Edith Jackson, for biology to Margaret Farrow, and for mental science to Millicent Bailey.

In the University degree examinations of December, 1906, Isabella Griffin won the Senior Scholarship in French, Isabella Keith gained the degree of M.A. with second-class honours in English and French, Ada O'Callaghan the degree of M.A. with second-class honours in mathematics, Mary F. Barker the degree of M.A. with third-class honours in Latin and French, Winifred Opie the degree of M.A., Isabella Griffin, Gwen Opie, and Nellie Slocombe that of B.A.

At Victoria College, Wellington, the Sir George Grey Scholarship was won by Mary Barkas.

The approved school boardinghouse has been moved to 24 Park Terrace, where the girls enjoy every advantage in the matter of the site, which is one of the best in Christchurch; the grounds, which are ample and very secluded; and the house, which was the residence of the late Sir John Hall, is exceptionally well built. Ten girls were in residence there during the last term of the year, their general health and conduct being quite satisfactory.

BOYS' HIGH SCHOOL.

(Headmaster, Mr. C. E. Bevan-Brown, M.A.)

The school roll for 1907 was 214 for the first term, 225 for the second term, and 228 for the third term. These numbers include the Preparatory Form, which had 18, 23, 25 respectively for the three terms. The number of free places last year amounted to 53 junior and 41 senior, a total of 94, as against 73 in 1906. At the present moment there are 100 free pupils. Parents, and a great many teachers also, seem still unaware of the existence of the Junior Free Place Examination. The new Technical Day School, as well as West Christchurch District High School, take some of the successful candidates.

The Upper School still tends to expand—so much so that this year (1908) we have had to constitute a new form, the Middle Fifth. In 1907 the Upper School comprised 99 boys, as against 90 for 1906, and 74 for 1896 (when the roll of the school was larger). The average length of a boy's stay at school is increasing, and, although the school roll has been higher, we have never had so many boys doing secondary work proper.

Of the 99 boys in the Upper School in December last, 63 entered for University, or Education Board, or Junior Civil Service Examinations: 14 in the Lower Sixth and Upper Fifth did not enter, having already passed Matriculation or Civil Service, and not having reached a stage when they could enter for Junior University Scholarships. Of the 36 boys in the Lower Fifth, 27 sat for examination; of the remaining 9, 2 had already passed the Senior Free Place Examination, and the parents of the 7 others did not wish them to sit. Of the 22 boys in the Upper Fourth, 9 boys entered for the Junior Civil Service Examination; of the remaining 13, 4 did not enter owing to parents' wish, 3 because they were leaving, and 6 were in the lower half of the form, and not up to the standard. Thus the Upper School is accounted for.

As has been said, 63 boys were examined by public examinations in 1907, as against 59 in 1906, and 32 in 1905. For Matriculation 21 boys sat: 14 passed and 7 failed. Of the latter one had to leave the examination from illness, and two entered against the advice of the school.

Forty boys sat for Junior Civil Service or Senior Free Places: 36 passed and 4 failed. One, who also passed the Senior Civil Service, was third in New Zealand. Two boys on this examination were awarded Senior Scholarships by the Board of Education.

All the Upper Sixth entered for the Junior University Scholarship Examination; one did not sit owing to illness. Of the six who sat, two (H. D. Broadhead and R. E. Bevan-Brown) were awarded Junior University Scholarships, D. J. Seymour a Senior National, H. Rands a Gammack Scholarship, and the remaining two, G. H. Robertson and A. Donnelly, were placed on the Credit List.

With regard to these six boys just named, it is interesting to note that one was an officer in the cadets and a member of the first football fifteen, an editor of the school magazine, and secretary of the Navy League; another was one of our best bats, champion swimmer, captain of the second football fifteen, a fives player, and also an editor of the magazine; another was in our first cricket eleven, and a prominent member of the second fifteen; another was a librarian, another a footballer and sergeant in cadets. This will show that in most cases boys have—happily for them—many interests and activities to prevent them from complete absorption in examinations, and that the school fairly acts up to the motto, "*Mens sana in corpore sano.*" Notification has been received since the last report that D. L. Sinclair and F. V. Bevan-Brown passed the London Matriculation Examination. The fact that nearly all the Upper School entered for some public examination at the end of the year still renders it inadvisable that the Upper School should be subjected to the double strain of both a school examination and a public examination at that time.

The specimens of drawing and woodwork at the recent International Exhibition obtained distinction, especially the woodwork. At the special request of the Nelson Education Board the woodwork exhibits were sent to Nelson to be placed in the School Museum.

In the latter part of 1907 influenza greatly interfered with school-work.

A notable distinction at the end of the year was the inclusion in the scientific expedition to the southern islands of two masters of the staff, Mr. R. M. Laing, B.A., and Mr. R. Speight, B.Sc.; the latter has recently been made a Fellow of the Geological Society.

The sum of £628 (including interest) was collected by the old boys for the gymnasium, the expenses of circulars, &c., was £27, and £601 has been paid over to the Board of Governors; on this a subsidy of £600 is due from the Government. The contract for a gymnasium in stone has been let, and the foundation-stone was laid by Mr. G. W. Russell on the 23rd February, 1908. A special motto and coat of arms has been adopted for the school, and will be carved over the main door of the gymnasium.

As an indication of how far the school is serving as a feeder to Canterbury College and the New Zealand University, which was one of the main purposes of its foundation, the following facts are given:—

There are at the present time (first term, 1908) forty-one matriculated students, who are old boys of the school, attending lectures at Canterbury College. In addition, there are several at Dunedin, and a considerable number at Wellington University Colleges; besides, of course, others studying medicine at London and Edinburgh. There are old boys acting as assistants or demonstrators to the School of Engineering, and the Professors of Physics, Chemistry, and Biology at Canterbury College.

The school started in 1881, and it was 1888 before any boys were old enough to take their degrees. Since 1888 there have been sixty-five old boys who have graduated at the New Zealand University; of these twenty-six have taken honours in arts or science. Since 1888 there have been eleven double first-class honours obtained in the New Zealand University; three of them were by old boys of this school. The school has won sixteen Senior University Scholarships and thirty-three Junior University Scholarships.

The distinctions won by old boys during the year since the last annual report are as follows: J. G. Lancaster, M.Sc.; J. S. Monro and L. Hopkins, LL.B.; J. A. Bartrum, B.Sc. and Senior University Scholarship in Physics; C. A. Cotton, B.Sc. (first-class) and Sir G. Grey Scholarship.

CANTERBURY PUBLIC LIBRARY.

Reference Department.

In this department 241 volumes and pamphlets have been added by purchase, 261 volumes presented (list of donations attached), 1 volume (Memoirs of Marquis de Grammont) stolen, 1 volume (duplicate) transferred to circulating department, leaving the total number of volumes 17,182. The *Engineering* has been added to the papers taken.

During the year we were left by the will of the late Sir John Hall 500 volumes. The books have not yet been received.

Patent Journals.—These are received every mail, and are taking up a considerable space in the room, which has necessitated removing to the store a considerable number of old books, which are seldom required.

Inadequacy of the Building.—More shelving is urgently needed, but there is no available space for the same, as the room is filled in every corner.

Annual Examination.—It was found that the leather of a very large percentage of books is in bad condition through the gas. Most of them have been repaired. It would have been better to bind them but for the small amount voted for that purpose.

The demand for the latest technical works is increasing, and no time should be lost in supplying a much-needed want. Lists of these were prepared some months ago, and approved by the Board.

Special Addition. Among the works purchased was Guillern's Heraldry, 1677, and among those donated a complete Journal of the Notes, Speeches, and Debates in the House of Lords and Commons in the Reign of Queen Elizabeth, 1693.

SCHOOL OF ENGINEERING, ELECTRICITY, AND TECHNICAL SCIENCE.

(Professor, Robert J. Scott, M.I.M.E., M.I.C.E.)

Attendance.—The number of individual students attending lectures was 191, an increase of 19 per cent. as compared with the 160 names on the books in 1906.

Lecture Hours.—Throughout the session 28 lectures were given per week, and instruction in drawing, laboratory, and field work occupied 138½ hours, the total instruction hours in each week being 166½.

New Courses.—The following courses of instruction were initiated:—

(1.) Principles of civil engineering.
(2.) Technical chemistry.
(3.) Electrical engineering—alternating current—lectures and laboratory practice (evening).
(4.) Elementary applied mechanics—laboratory practice (evening).
(5.) Elementary strength of materials—laboratory practice (evening).

Results of Examinations.—University: At the University examinations in 1906, 3 students passed the final examination for the degree of Bachelor of Engineering; 6 passed part of the second examination; 2 completed the first examination, and 3 part of the first examination.

Associateship: At the Associateship Examinations of 1907, 1 student passed the final examination for the associateship in mechanical, and 1 student that for the associateship in civil engineering.

The passes in the subjects of the associateship course taught in the School of Engineering were: —In physics (B): Electricity and magnetism, 6; freehand mechanical drawing, 5; descriptive geometry (advanced), 3; steam-engine (elementary), 4; steam-engine (intermediate), 3; steam-engine (advanced), 1; applied mechanics, 5; mechanics of machinery, 7; hydraulics, 6; mechanical drawing (second year), 3; strength of materials (elementary), 6; strength of material (intermediate), 2; strength of materials (advanced), 2; theory of workshop practice, 1; surveying (elementary), 3; building-construction, 2; principles of civil engineering, 2; electrical engineering (intermediate), 1. In electricity and magnetism, 14 students qualified on the pass, and 1 student on the advanced electricity papers.

Associateship students taking subjects outside their regular courses attended lectures, passed examinations, and obtained certificates in surveying (elementary), 1; surveying (advanced), 1; electrical engineering (advanced), 1; electrical drawing, Stage III, 1.

Evening Students: 130 certificates were awarded to students who attended evening lectures and passed examinations in the subjects named: Freehand mechanical drawing—first class 6, second class 17, total 23; descriptive geometry and setting out work—first class 16, second class 9, total 25; mechanical drawing, Section I—first class 5, second class 10, total 15: mechanical drawing, Section II—first class 4, second class 5, total 9; mechanical drawing, section III—first class 1, second class 3, total 4; mechanical drawing, Section III (electrical) — second class, 1; steam-engine (elementary)—first class 9, second class 6, total 15; steam-engine (advanced)—second class, 1; applied mechanics (elementary)—first class 8, second class 5, total 13: strength of materials (elementary)—first class 5, second class 3, total 8; theory of workshop practice—first class 1, second class 1, total 2; electricity (elementary)—first class 3, second class 5, total 8; electrical engineering (elementary) D.C.—first class 2, second class 1, total 3; electrical engineering (elementary), A.C.—first class, 22; surveying (elementary)—second class, 1.

Recognition of Courses by Institution of Civil Engineers.—The most important event of the year as far as the school was concerned was the recognition of its University courses by the Institution of Civil Engineers. Completion of a course in mechanical, electrical, or civil engineering at the School of Engineering, and obtaining the University degree in the subject, now exempts the holder from sitting for the Institution's examinations for associateship membership. At the date of this recognition McGill was the only other University outside of Great Britain on which this honour had been conferred.

Awards at Exhibition.—An exhibit illustrating the work of the school was placed in the New Zealand International Exhibition. This exhibit was awarded five gold medals—one for apparatus designed (at the school) for teaching applied mechanics, one for apparatus for teaching electrical engineering, one for students' original drawings and designs, one for samples of tested materials, one for a collection of New Zealand building-stones, prepared by the Lecturer in Geology and the professor in charge.

Testing.—During the year tests were carried out for the Government and private firms and companies on steel plates, building-stones, bridge-plates and bolts, cement, bricks, drainpipes, coals, and timbers.

Donations.—Some valuable donations were made to the school: The Government presented the engines, boiler, and machinery of a second-class torpedo-boat; Mr. Julius, B.Sc., Eng., an old student, as the representative of the Government of Western Australia at the Exhibition, several samples of hardwood, and reports of tests made by him of the timbers of Australia; Mr. Durie, representative of the Government of New South Wales, several framed photographs; and Mr. Palmer, of the Palmer Engineering Company, Wellington, another old student, a full-size model of a Nathan injector.

Hydraulics Laboratory.—During the year the Hydraulics Laboratory was completed, and a water-supply brought in by connection with the artesian well at the Boys' High School. The main measuring-tank was constructed, and a high-lift turbine pump with 40-horse-power motor erected. These works form the first instalment of the full-sized equipment for the practical investigation of hydraulic problems which will be completed by the addition of overhead tanks and weirs, high- and low-pressure pipe ranges, a 10-horse-power Pelton wheel, a 15-horse-power Thompson's turbine, a 15-horse-power low-fall turbine, an accumulator, a venturimeter, an experimental tank, and numerous measuring-appliances.

Two overhead travellers were designed. These have been constructed and put in place in the laboratory by a local firm.

On the side reserved for internal-combustion motors a 12-horse-power National, and a 10-horse-power Trusty engine have been erected. The former has been connected to a Dowson suction producer plant, and air and gas meters and other appliances have been installed, and so arranged that everything going into and coming out of either of these engines can be accurately measured.

Apparatus.—The whole of the plant of the school has been carefully upkept, and is in excellent order. The following new apparatus has been procured: A set of models, purchased from the exhibit of Mr. G. Cussons, in the New Zealand International Exhibition, including wrought-iron tank, corner-riveted; gusset stay, riveted; detail of N girder, riveted; stay for crown of locomotive firebox; Corliss valve and valve-seating; sectional model of steam-engine with valves and valve-diagram apparatus; slide-valve with spindle; sectional model of Meyer gear; section of cylinder; Willans engine (working model); eccentric in section; box coupling; hydraulic-pipe joint; mansard roof. Oxygen cylinder and fittings; Nathan injector; two platform scales; gas-engine indicator-gear; air-reservoir; two overhead travellers (built to College designs); laboratory table and cupboards; flasks and glassware, thermometers. A model of a screw-propeller, arranged to show the phenomenon of cavitation, and a model to illustrate the gyroscopic control of rolling motion, were designed and obtained locally. An experimental gas-meter and experimental air-meter; a 2-horse-power electric motor and resistances: 1 wattmeter; 5 ammeters, 4 voltmeters; a commutator model; wooden armature model; x-ray apparatus; switch-frame; lenses; fuse-blocks; resistances; Carden voltmeter and galvanometer for alternating-current work; 30 diagrams; 180 lantern-slides; and a complete set of apparatus for the teaching of technical chemistry.

Changes, &c., of Staff.—Mr. S. Steele, an old student of the school, who occupied the position of demonstrator, having resigned to take up the appointment of Lecturer in Engineering at the Wanganui Technical School, Mr. R. J. McKay, another past student, was appointed in his place. Mr. P. H. Powell, M.Sc., M.Eng., having completed the term of his engagement as Lecturer and Demonstrator in Electrical Engineering, was reappointed as lecturer in that subject. Mr. G. P. Williams, M.Inst.C.E., and Mr. A. D. Dobson, each for the first time, gave a course of lectures in branches of civil engineering.

MUSEUM.

(Curator, Mr. Edgar R. Waite.)

I have the honour to forward to you my report for the year 1907, and, in doing so, beg to draw your attention to the fact that no addition has been made to the building for the past thirty years. The collections have grown to such an extent that the exhibits are in many cases in exceedingly crowded condition, and, below, I beg to suggest a partial remedy. An entirely new Museum is being built at Wellington, and a new wing added to the Otago University Museum at Dunedin, and one feels tempted to ask, "Is the Canterbury Museum to fall from the high position it has occupied among colonial museums?"

I would also point out that, whereas the collections of the Museum have increased as indicated, the staff remains numerically the same. The employment of a youth to act as personal assistant would relieve much of my time, at present devoted to purely elementary routine work.

Structural.—A strong-room, now in course of construction, was rendered necessary on the acquisition of the valuable medals, &c., mentioned below. It will shortly also be possible to accommodate other treasures, previously but ill protected.

Galleries.—The overhauling of the Ethnological Room was completed, and some new cases added, which, however, scarcely relieved the very congested condition of this valuable collection. An addition to this room is urgently needed, and not only can nothing further be exhibited, but only a small proportion of the objects shown can be said to be properly displayed. Nothing can at present be done in the way of descriptive labels, a matter which I consider as most desirable. I would therefore urge that a gallery be built round this room, for which, I understand, foundations already exist. Other rooms are also congested, and an extension of the building itself is really needed, but the requirements of the Ethnological Room are the most pressing. The New Zealand Room has also received considerable attention; the birds are being mounted on a more modern form of stand, and new labels supplied. The gallery of this room will need some rearrangement in the near future, it being intended to improve the display of New Zealand fishes, a work already well in hand. Miss Stoddart's drawings of New Zealand plants were suitably framed and hung upon the walls of this gallery, where they form a most instructive exhibit. The skeletons of extinct birds from the Chatham Islands, formerly ill displayed, were provided with a new case. Some rearrangement was made in the Antiquity Room consequent on the removal thereto of exhibits from the Ethnological Room, and more properly classed as antiquities. The collection of foreign insects was enriched by two cabinets arranged by Janson and Son: the collection, thus completed, is a remarkably fine one, and proves to be one of the most attractive exhibits in the Museum. A descriptive series of insects was instituted, the beetles are now shown, and other orders will be added.

Presentations.—As a result of representations made by the Hon. Sir Joseph Ward, Prime Minister, and Mr. A. E. G. Rhodes, the Imperial Government presented the war medals, life-saving medals, coronation medals, and photographs of colonial seals, displayed at the New Zealand International Exhibition, 1906–7, to the Museum. The acceptance of this valuable donation has necessitated the construction of a strong-room, now nearing completion. The New Zealand Room has been enriched by a particularly fine series of drawings executed and presented by Miss M. O. Stoddart. The drawings represent characteristic native New Zealand plants, and are appreciated alike by artist and botanist. To Mrs. C. M. Wakefield the Museum is indebted for the valuable collection of New Zealand insects made by her late husband. This will be preserved in its entirety for reference purposes, and distinguished as the "Wakefield Collection." Two objects of the greatest interest to the people of Canterbury were presented to the Museum during the year. As room cannot be found for them in the Museum until some extension is provided, these objects have been temporarily housed in the gallery of the Public Library, where, however, they are fully open to inspection. The large model of Lyttelton Harbour was presented by the Harbour Board at the close of the Exhibition, and the *Lyttelton Times* printing-press was also received from the Exhibition. It was brought to Canterbury in 1850 for the purpose of printing the *Lyttelton Times*, and was used in the production of the paper until superseded by a more modern machine. Some years later it was acquired by the authorities for use in Lyttelton Gaol, and it remained there until sent to the Exhibition, at the close of which it was presented to the Museum by order of the Minister of Justice. The Exhibition Commissioners presented a fine example of the vegetable sheep (*Raoulia*), collected by Dr. L. Cockayne and myself on Mount Torlesse, two Native canoes, and a hair-seal, also some birds from the Exhibition aviary. Among many other presentations, assigned to different departments, mention may be made of the relics of the survivors of the wrecked barque "Dundonald," below referred to, a collection of geological, palæontological, and old-period relics, &c., from Egypt, donated by Mr. R. de Rustafjael, and New Zealand mollusca, by Mr. Tom Iredale.

Deposit.—Some very interesting ethnological weapons and domestic utensils from Cook Islands were received on deposit from Colonel W. E. Gudgeon.

Purchases.—All the cases in the Natural History Court of the Exhibition were purchased, also some from the British Court and the Mines Department; some of these have already been erected in the Museum, and it is intended to place others in the Maori House for the protection of valuable objects at present exposed. The principal addition to the galleries, by purchase, were ethnological objects from Fiji, a collection of South African butterflies, and a number of Maori implements, &c.

Collecting.—In my last report I mentioned that I hoped to materially increase the collection of fishes in the Museum. Most unexpected opportunities have arisen towards the furtherance of this object. By the kindness of the Hon. the Minister of Marine, I received an invitation from His Excellency the Governor to accompany him on his visit to the southern islands, and visited the Snares, Auckland, Campbell, Antipodes, and Chatham Islands. Also, by courtesy of the Mnister of Marine I was enabled to accompany the Government chartered trawler "Nora Niven" on her experimental cruise. The operations extended over three months (during which period I was continuously aboard), and embraced the whole of the east coast from Stewart Island in the south to Auckland in the north, and included investigations at the Chatham and Pitt Islands. Though fitted for commercial and not for research work, I was enabled to make a collection of fishes and invertebrates previously unequalled. The lower forms have been placed in the hands of Professors Benham and Chilton and Mr. H. Suter for determination, and I hope to devote similar attention to the fishes. I find, however, so much of my time occupied in administrative and routine work that I would urge favourable consideration of my request for a personal assistant.

My private annual leave was also devoted to collecting on behalf of the Museum. As a member of the Sub-antarctic Expediton inaugurated by the Canterbury Philosophical Institute, I revisited the Auckland Islands, and collected all the species of fish met with. It was during the course of this expedition that we fell in with the survivors of the barque "Dundonald," wrecked on Disappointment Island seven months previously. The men had existed under great privation, and, as previously mentioned, I secured some interesting relics, including the fragile twig coracle in which three of the men were enabled to traverse the six miles separating them from the main island, and so secure the Government boat at the depot. At the close of the year five young men left for the Kermadec Islands, where they intend to devote twelve months to collecting. I supplied them with a certain amount of material, in return for which they undertake to present to the Museum all the fishes collected.

Publication.—The first part of a new publication, entitled "Records of the Canterbury Museum," was issued on the 25th April, and was devoted to "A Basic List of the Fishes of New Zealand," written by myself. It was sent to the principal museums and biological institutions throughout the world, and many desirable publications were received in exchange. It is hoped to issue a second part in 1908, to be devoted to an account of at least part of the fishes taken on the trawling expedition of the "Nora Niven," before referred to.

Museum Work.—In addition to the time devoted to the galleries, as already noted, the taxidermist has made a number of beautiful casts of local fishes; these, coloured by myself, will shortly be placed in the New Zealand Room, to replace the dried specimens at present exhibited. It is intended to continue this admirable work during the coming year. Mr. Nelson Illingworth gave us a hand in casting some of the fishes, during the time he occupied the Museum studio, free of charge. The taxidermist has also prepared a number of skins and skeletons for the duplicate collection, and has from time to time rearranged certain groups to make room for additional specimens.

Visitors.—The attendance of visitors during the year was very great, the proximity of the Exhibition having a decided influence. It is pleasing to notice that the collections are being largely and increasingly availed of for the purposes of nature-study. At times the galleries are crowded with school-children and their teachers, who show and explain to their pupils the objects of which they have read in their lessons. This is especially to be remarked of the New Zealand Room.

SCHOOL OF ART.

(Director, Mr. R. Herdman-Smith, A.M., F.S.A.M.)

I have the honour to report that the year 1907 has been notable as the first in which junior free day students have been admitted to the school. At the beginning of the year some thirty-five students joined the classes under the Government regulations for free places. Each of these students took up a specified course of art instruction, and attended the school for twenty-seven hours each week throughout the session.

This experiment proved highly satisfactory, both from an educational and financial standpoint. The attendance of these students was very satisfactory, and their work exceedingly creditable. I look upon this scheme as being a means of supplying the advanced classes of the school with a number of students whose elementary training has thoroughly fitted them to benefit to the full by such instruction as is now available in the life, landscape, architectural, and artistic crafts department.

These students are entitled to two years' instruction as junior and three years' as senior free scholars, providing they pass the annual examinations of the school. It is, therefore, possible for the first time to have thoroughly carried out a graduated course of instruction extending over a period of five years; hitherto the drawback to such courses of instruction has been the difficulty in getting students to remain long enough at the school to properly benefit by the instruction.

During the year several advanced students have obtained positions as designers and draughtsmen; one student was appointed Assistant Art Master at the Elam School of Art, Auckland, and several other students have received appointments in smaller schools. The number of letters I have received from managers of technical schools and classes in various parts of the Dominion, asking me to recommend art and craft teachers, proves that the school is being recognised as a centre for the training of art-teachers—a fact that goes to prove that the influence of the school is extending.

Attendance.—The students in attendance during 1907 numbered 1,085. The hour attendances during 1907 amounted to 93,520; the hour attendances during 1906 amounted to 48,000; the hour attendances during 1905 amounted to 34,160. This shows an increase for 1907 of 45,520 attendances over the year 1906, and an increase of 59,360 attendances over 1905, thus proving that the attendance has considerably more than doubled itself since my appointment in 1906.

I have made no comparisons in the number of students in attendance this year with previous years, because hitherto it has been the rule to give as totals the class entries, which tends to give an erroneous impression of the number of students. The number of actual students during 1907, taken on the basis of hour attendances, would be more than double that of 1905.

Examinations.—In connection with the advanced art examinations held by the Board of Education, South Kensington, London, the school obtained twenty-five pass certificates, and in the examinations for Art Class Teachers' Certificates three students had works accepted. The usual local examinations were held at the end of the year, and all the students submitted work for examination.

Exhibition.—In connection with the art competitions of the late International Exhibition, the school scored higher than any other art school in the colony, obtaining in all fifteen medals (seven gold, four silver, and four bronze). A certificate of the highest order of merit was awarded for the school's collection of work as a whole, and the complete furniture and decoration for a "hall" was awarded a certificate of special excellence.

Scholarships.—A bronze medal and nine free scholarships were awarded on the year's work to students of the day and evening classes, also some twenty-four scholarships to pupils of the State schools.

Drawing and Painting.—Instruction was given in drawing and painting from life, still life, antique, and landscape.

The greatly increased attendance in the day classes considerably taxed the accommodation available for the teaching of these subjects; on most days every room in the school was packed. The present rooms are small, and often necessitate a teacher having classes in three separate rooms, which does not allow any collective teaching, by which means the best class results are obtained. A large studio for figure and still-life work is urgently required.

Design.—The students have increased to such an extent in this department as to demand two additional classes per week, making a total of four classes per week in place of two, as hitherto.

Artistic Crafts.—A great advance has been made in this department since the appointment of the new instructor. A course of silversmiths' work and limoges, champleve, and cloisonné enamelling was commenced at the beginning of the year, and several beautiful pieces of jewellery were executed. Larger and more important work will be possible when a larger muffle furnace is available. Classes were held for repoussé, gesso, wood-carving, and embossed-leather work during the morning, afternoon, and evening throughout the year.

Painters and Decorators' Classes.—Classes in practical work were held twice a week, and instruction was given in sign-writing, glass-embossing, graining and marbling, stencilling and decorating, students also attending the special design and colour classes. The advantage to apprentices engaged in this trade by such classes being held at a school of art is obvious, as the practical work can be co-operated with the higher branches of colour and design, and so tend to raise the general standard of the trade.

Architecture.—The course in this department included geometry, perspective, elementary and advanced building-construction, quantity surveying, mensuration, specification-writing, history of architecture, interior design, historic ornament, and architectural design. The attendance in this section was fairly satisfactory. The duplication of several of the more elementary subjects by the authorities of the Christchurch Technical College has tended to slightly reduce the number of students in this department. The course of instruction in this department ranges over five evenings per week, and the work necessitates the services of five specialists as lecturers and instructors.

Cabinetmaking.—The work in this department has been chiefly directed to drawing and design, subjects which are strongly allied to a school of art.

Teachers and Pupil-teachers.—A complete course of instruction in elementary drawing, colouring, and design, together with modelling, was given on Saturday mornings, to meet the requirements of the teachers' examinations held by the Education Department. The attendance at these classes has been very large, and the accommodation of the school was severely taxed in consequence.

Normal College Students.—Classes were held on Tuesday afternoons in freehand, model, and blackboard drawing for students in training from the Normal School. The time devoted to these subjects—namely, two hours per week—is too small to go very thoroughly into these subjects.

Arts and Crafts Guild.—The work of the Guild was continued on similar lines to that of last year. The attendance at the monthly meetings was excellent, and several valuable lectures and demonstrations were given by well-known artists and craftsmen. The members of the Guild number over two hundred, many of whom are ex-students of the school.

Staff.—At the beginning of the year Mr. John Cook was appointed Instructor in Building-construction and Quantity Surveying, Mr. C. F. Kelly was appointed Instructor in Elementary Art, and Mr. J. H. Wilson Lecturer in English Literature and Instructor in Mensuration. The appointment of Mr. F. G. Gurnsey as Instructor in Applied Art at the beginning of the year has proved very satisfactory. No resignations have been received during the year. The staff now numbers fourteen, all of whom worked loyally in the interests of the school.

Thanks are due to Messrs. J. W. Gibb, A. H. Fielder, and W. Sey for prizes kindly given for painting, architecture, and decorating, and also to those gentlemen who assisted in making the monthly meetings of the Guild so instructive by lectures and demonstrations.

Statement of Area, Letting-value, and Capital Value of Reserves belonging to each Account.

(Capital values computed on a 5-per-cent. basis.)

—	Acreage.			Annual Rent, 1907.			Annual Rent at 1st May, 1908.			Capital Value.
	A.	R.	P.	£	s.	d.	£	s.	d.	£
College—										
Agricultural reserves	8,085	3	36	5,511	4	0	5,511	4	0	110,220
Town reserves	9	0	20	248	10	0	448	10	0	8,970
Pastoral runs (superior education)	99,294	0	0	2,210	0	0	2,213	10	0	44,270
Total	107,389	0	16	7,969	14	0	8,173	4	0	163,460
Girls' High School	2,578	3	10	288	7	2	288	7	2	5,760
Boys' High School	8,939	0	32	3,642	13	8	3,933	3	2	78,660
Medical School	5,000	0	0	436	10	0	436	10	0	8,730
Museum, Library, and School of Technical Science Endowment	93,787	0	0	2,100	0	0	2,100	0	0	42,000
Physics and chemistry (College)	1,487	1	10	..			195	0	0	3,900
Total	219,181	1	28	£14,437	4	10	£15,126	4	4	£302,510

ACCOUNTS AND BALANCE-SHEET.

STATEMENT OF BALANCES AT 31ST DECEMBER, 1907.

Accounts.	£	s.	d.	£	s.	d.
Cr.						
School of Art Account	312	12	9			
Boys' High School, maintenance	691	11	4			
Boys' High School, preparatory department	4	4	4			
Chemical Laboratory, Building Fund	81	1	9			
School of Engineering and Electrical Science	1,660	1	3			
Girls' High School, Capital Account	5,002	8	1			
Girls' High School, maintenance	138	10	0			
Public Library, Capital Account	1,666	8	6			
Public Library, Sinking Fund	168	11	2			
Public Library, Gammack Trust	208	5	10			
Medical School reserves	4,260	12	5			
Museum, Library, &c., School of Technical Science, Capital Account	18,941	8	4			
Museum, Library, &c., School of Technical Science, Endowment Fund	456	14	8			
Museum Account	97	15	0			
Museum Guide-book, sinking fund	10	0	0			
Astronomical Observatory Account	410	16	8			
Emily S. Foster Memorial Fund	64	2	8			
Helen Macmillan Brown Memorial Fund	99	10	0			
Thomas Miller Prize Fund	100	19	9			
Joseph Haydon Prize Fund	211	17	7			
				34,587	12	1
Dr.						
College maintenance	1,345	12	9			
Girls' High School, Building Account	156	13	6			
Public Library maintenance	636	14	10			
				2,139	1	1
				£32,448	11	0

Bank and Investments.	£	s.	d.	£	s.	d.
Drawing Account	15,383	16	1			
Less outstanding cheques	86	9	0			
				15,297	7	1
Cash in hand				1	3	11
Mortgages of freeholds				8,700	0	0
Mortgages of debentures				5,700	0	0
Debentures (Foster and Brown Memorial Funds)				350	0	0
Debentures (Observatory)				400	0	0
Hereford Street section investment				2,000	0	0
				£32,448	11	0

Liabilities.	£	s.	d.
Bank of New South Wales (No. 2 Account)	10,834	0	0
Public Trust Department (library loan)	4,000	0	0
Public Library scrip	98	10	2
Emily Foster Memorial Fund	64	2	8
Helen M. Brown Memorial Fund	99	10	0
	£15,096	2	10

SCHOOL OF ART ACCOUNT.

Receipts.	£	s.	d.	Expenditure.	£	s.	d.
Balance at 1st January, 1907	33	6	6	Salaries	1,459	14	9
Students' fees	626	0	6	Subsidies to life classes	57	8	0
Government grant for technical classes	997	2	9	Insurance	12	18	5
Government grant for apparatus	21	10	3	Contribution towards expenses of Registrar's office	80	0	0
Government grant for material	41	16	1	Gas	68	16	5
Government grant for free places	108	18	0	Repairs	13	6	5
Grant from Museum, Library, and School of Technical Science Endowment	450	0	0	Advertising	25	12	9
Refund of freight (New Zealand Shipping Company)	1	9	8	Printing, stationery, and stamps	49	9	4
Interest	4	15	3	Fuel	16	17	4
				General expenses, viz.—			
				Material for classes	15	8	0
				Washing and cleaning	3	8	6
				Expenses of speech-night	5	12	6
				Furniture and fittings	11	5	9
				Keeping grounds	4	9	0
				Sundries	2	18	5
				Apparatus	61	17	6
				Books for school library	16	6	8
				Painting interior (balance)	29	3	1
				Telephone	6	3	5
				Furniture for school library	5	0	0
				Settle	10	0	0
				Pumping plant (water-supply)	16	10	0
				Balance	312	12	9
	£2,284	19	0		£2,284	19	0
Balance, 1st January, 1908	£312	12	9				

BOYS' HIGH SCHOOL CAPITAL ACCOUNT.

Receipts.	£	s.	d.
Balance at 1st January, 1907	17	10	3

Expenditure.	£	s.	d.
31st May, 1907—Boys' High School maintenance transfer	17	10	3

BOYS' HIGH SCHOOL MAINTENANCE ACCOUNT.

Receipts.	£	s.	d.
Balance at 1st January, 1907	591	0	0
School fees	1,087	0	0
Capitation for free places	410	6	8
Workshop fees..	1	1	0
Typewriting and shorthand fees	3	7	6
Transfer from Boys' High School Capital Account	17	10	3
Government grant for technical classes ..	13	15	0
Government grant for apparatus and fittings	61	15	4
Rent of reserves—			
Outstanding from 1906	67	15	4
Rents for 1907	3,511	4	6
Interest	20	10	4
	£5,785	5	11
Balance, 1st January, 1908	£691	11	4

Expenditure.	£	s.	d.
Salaries	3,788	5	2
Insurance	19	9	3
Contribution towards expenses of Registrar's office	200	0	0
Examiners' fees	2	2	0
Chemicals and apparatus	31	10	9
Inspecting reserves	130	16	9
Advertising reserves	7	0	0
Interest on loan of £5,000 at 4 per cent. ..	200	0	0
Gas	17	13	0
Fuel	23	17	7
Printing, stationery, books, and stamps ..	70	4	11
Prizes	30	6	7
Advertising	13	17	6
Repairs, renewals, fittings, &c.	129	10	7
Grant to cadet corps	15	0	0
Grant to Sports Fund (including rent of cricket-ground)	70	0	0
Legal expenses	0	9	0
General expenses, viz. –			
Expenses of speech-night	8	11	0
Timber, tools, &c., for workshop ..	7	4	2
Entertainments	5	16	7
Washing, cleaning, and appliances ..	21	14	2
Keeping grounds in order	18	16	2
Attending clocks, tuning piano, &c. ..	3	10	0
Telephone subscriptions	7	1	0
Pictures	8	19	6
Writing names on honours board ..	7	11	6
Sowing part of playground (balance) ..	13	8	6
Sundries	9	5	11
Annual grant to school library	5	0	0
Rent of sections in Hereford Street ..	60	0	0
Interest on improvements (cost of fencing, &c.)	3	11	2
Keeping laboratories in order	10	8	0
Leaving exhibitions	15	0	0
Workshops, benches, match-lining, colouring, &c.	45	11	6
Laboratory benches, apparatus, and material	78	10	1
Contribution towards cost of flooring and additions to culverts, Taumutu Lagocn (Res. 1183)	13	12	3
Balance	691	11	4
	£5,785	5	11

BOYS' HIGH SCHOOL PREPARATORY DEPARTMENT.

Receipts.	£	s.	d.
Balance, 1st January, 1907	6	14	4
School fees	190	0	0
	£196	14	4
Balance, 1st January, 1908	£4	4	4

Expenditure.	£	s.	d.
Salary of master	190	0	0
Advertising	2	10	0
Balance	4	4	4
	£196	14	4

CLASSICAL SCHOOL CAPITAL ACCOUNT.

Receipts.	£	s.	d.
Balance, 1st January, 1907	557	7	1

Expenditure.	£	s.	d.
College maintenance transfer	557	7	1

SUPERIOR EDUCATION CAPITAL ACCOUNT.

Receipts.	£	s.	d.
Balance, 1st January, 1907	224	5	4

Expenditure.	£	s.	d.
College maintenance transfer	224	5	4

COLLEGE MAINTENANCE ACCOUNT.

Receipts.	£	s.	d.
Balance, 1st January, 1907	721	19	3
Rent of reserves—			
Classical School reserves—			
Outstanding from 1906	233	16	4
Rents due, 1907	5,395	4	8
Town reserves	198	10	0
Superior education reserves (runs) ..	2,213	15	0
Students' fees	2,532	12	0
Students' fines..	0	5	0
Carried forward ..	£11,296	2	3

Expenditure.	£	s.	d.
Salaries	7,833	14	8
Insurance	74	5	6
Rates	18	2	4
Exhibitions	240	0	0
Contributions to School of Engineering—			
Maintenance	550	0	0
Exhibitions	40	0	0
Share of salary and expenses, Electrical Engineering Laboratory	300	0	0
Carried forward ..	£9,056	2	6

COLLEGE MAINTENANCE ACCOUNT—*continued*.

Receipts.	£	s.	d.
Brought forward	11,296	2	3
Sale of calendars	5	8	7
Chemical laboratory, apparatus, fees, &c.	10	5	0
„ testing fee	3	3	0
Contributions towards salaries of Registrar and staff, and office expenses—			
From Library	30	0	0
„ Boys' High School	200	0	0
„ Girls' High School	60	0	0
„ School of Art	80	0	0
„ Museum	30	0	0
„ Medical School reserves	90	0	0
„ School of Engineering	120	0	0
Rent of College lodge	32	6	8
Hire of chairs (College hall)	23	10	0
Rent of building (School of Engineering)	193	18	4
Contribution from Medical School reserves towards salary of Professor of Biology	400	0	0
Share of examination fees (Associated Board)	112	8	11
Rent of section in Hereford Street	80	0	0
Interest	37	11	1
School of Engineering—Contribution towards cost of technical chemistry classes	75	0	0
Government capitation for commercial classes	24	15	3
Proceeds from popular lectures	32	19	3
Royalty for coal from Craigieburn	2	12	0
Classical School Capital Account transfer	557	7	1
Superior Education Capital Account transfer	224	5	4
Payment for fencing on Reserve 679	75	0	0
Astronomical observatory — Contribution towards cost of upkeep	16	8	9
Excess deposit, Bank of New South Wales	0	1	0
Balance	1,345	12	9
	£15,158	15	3

Expenditure.	£	s.	d.
Brought forward	9,056	2	6
Books for College library	74	14	11
Repairs to College lodge	18	3	10
Expenses of music lectures	18	6	3
Repairs	63	17	0
Reserves—			
Inspection and reports	152	6	1
Advertising	7	5	0
General Investment Account interest	238	3	6
Fuel	25	1	1
Gas	90	9	2
Printing, stationery, and stamps	209	9	0
Advertising	29	1	5
Furniture, fittings, &c.	54	14	11
Washing and cleaning	14	16	4
Legal expenses	10	2	2
Keeping grounds in order	39	4	10
General expenses, viz.—			
Subscriptions to *Gazettes*, newspapers, &c.	7	18	0
Telephone subscriptions	10	18	7
Porter's uniform	9	3	0
Hire of examination tables	5	7	3
Bank charges, telegrams, &c.	8	6	1
Rhodes Scholarship expenses	2	14	6
"Centenary of Geological Society": Expenses of College representative	9	15	6
Sundries	21	10	11
Expenses of geology lectures	12	2	3
Astronomical Observatory—			
Honorarium	55	5	0
General expenses	6	18	0
Canterbury Agricultural College—			
Interest	149	5	10
Balance of Supreme Court award	3,500	0	0
Drainpipes, Reserves 737 and 738	21	12	8
Expenses of election of Governors	20	18	11
Expenses of music examinations, Associated Board	35	13	10
Interest on purchase-money, Hereford Street sections	80	0	0
Expenses connected with endowments	79	17	8
Drainage of Block I, Reserves 737 and 738	101	6	2
Expenses of popular lectures	42	2	0
Expenses connected with Students' Club	177	6	11
Alterations to office	92	10	3
New typewriter	16	0	0
Bicycle-shed (professors)	13	18	6
Memorial brass (late Captain Hutton)	15	0	0
Chemical Laboratory—			
Insurance	12	13	0
Gas	36	6	1
Repairs to buildings	5	15	0
Repairs to apparatus	5	6	3
Chemicals and apparatus	147	5	4
General expenses, viz.—			
Stationery, books, and stamps	16	14	5
Fittings	8	13	8
Plumbing-work	6	7	6
Laboratory requisites	2	17	11
Fines	1	14	11
Sundries	2	12	10
Electrical power	3	19	8
Exhibit, New Zealand International Exhibition	4	6	0
Share of testing fees (two years)	3	3	0
Physical Laboratory—			
Insurance	1	15	0
Apparatus	86	10	6
General expenses, viz.—			
Stationery and stamps	4	12	4
Laboratory requisites	3	12	1
Fittings and repairs	6	2	6
Sundries	2	5	3
Biological Laboratory—			
Insurance	3	19	4
Fuel and lighting	20	15	10
Laboratory specimens and expenses	59	11	3
Apparatus	9	17	9
General expenses, viz.—			
Keeping ground in order	3	14	2
Washing and cleaning	2	0	3
Advertising	2	10	0
Sundries	4	13	9
Subsidy for boardinghouse	25	0	0
Installation of electric light	71	9	10
	£15,158	15	3
Balance, 1st January, 1908	£1,345	12	9

SCHOOL OF ENGINEERING, ELECTRICITY, AND TECHNICAL SCIENCE ACCOUNT.

Receipts.	£	s.	d.
Contribution from Museum, Library, and School of Technical Science Endowment	800	0	0
Contribution from superior education reserves (College)	890	0	0
Government grants—			
For specialisation in engineering ..	2,000	0	0
„ technical classes	302	3	6
„ furniture, fittings, and apparatus ..	232	15	0
„ material	54	0	0
Government grant towards cost of Hydraulic Laboratory	928	5	0
Students' fees	851	5	0
Students' fines	0	17	0
Testing fees	48	10	0
Associateship certificates, &c.	2	7	0
Sale of slide-rules to students	12	12	0
Refund from General Electrical Company (England)	2	16	8
Interest	49	18	0
	£6,175	9	2
Balance, 1st January, 1908	£1,660	1	3

Expenditure.	£	s.	d.
Balance, 1st January, 1907	260	17	9
Salaries	2,175	5	8
Instruction in surveying and civil engineering	235	11	8
Rent of building (College)	193	18	4
Exhibitions	40	0	0
Contribution towards expenses of Registrar's office	120	0	0
Gas and electric lighting	108	9	1
Insurance	25	8	5
Printing, stationery, and stamps.. ..	88	13	10
Advertising	19	0	9
Fuel (coal and gas)	10	6	5
Laboratory stores	25	13	10
Cleaning machinery	140	17	2
Experimental work and apparatus (mechanical)	97	1	0
Experimental work and apparatus (electrical)	145	1	2
Stores and chemical (electrical)	19	5	8
Upkeep of plant, repairs to machinery ..	65	19	11
General expenses, viz.—			
Telephones	8	0	6
Telegrams	3	5	1
Expenses of official visits	6	5	0
Cartage	2	14	0
Sundries	3	4	1
Apparatus, hydraulics, &c.	419	15	3
Making watertight roof of Hydraulic Laboratory	59	0	4
Technical chemistry lectures (College) ..	75	0	0
Technical chemistry lectures (apparatus)..	55	6	10
Share of rent of section in Hereford Street	20	0	0
Ventilation of Electrical Laboratories ..	20	17	8
Expenses of exhibit, New Zealand International Exhibition	43	11	0
Professor Scott—share of testing fees ..	26	17	6
Balance	1,660	1	3
	£6,175	9	2

GIRLS' HIGH SCHOOL CAPITAL ACCOUNT.

Receipts.	£	s.	d.
Balance, 1st January, 1907	5,002	8	1
Balance, 1st January, 1908	£5,002	8	1

Expenditure.	£	s.	d.
Balance, 31st December, 1907	5,002	8	1

GIRLS' HIGH SCHOOL MAINTENANCE ACCOUNT.

Receipts.	£	s.	d.
School fees	418	8	6
Government capitation for free places ..	1,645	16	8
Gymnasium fees	5	10	0
Interest	220	15	2
Proceeds from cooking class	8	11	1
Government grant for technical instruction	45	17	2
Rent of reserves	288	7	2
Contributions towards Pictures Fund ..	12	18	0
	£2,646	3	9
Balance, 1st January, 1908	£138	10	0

Expenditure.	£	s.	d.
Balance, 1st January, 1907	137	0	11
Salaries	1,984	16	2
Contribution towards expenses of Registrar's office	60	0	0
Insurance	8	18	5
Inspecting reserves	6	12	0
Examiners' fees	3	3	0
Scholarships and exhibitions	75	0	0
Repairs	8	9	8
Expenses of cooking classes	11	4	0
Fuel	11	12	9
Advertising	15	5	0
Prizes	23	16	8
Printing, stationery, books, and stamps ..	33	1	9
General expenses, viz.—			
Expenses of speech-night	8	11	6
Attending to clocks	3	3	0
School furniture, fittings, and apparatus	9	13	3
Washing, cleaning, and appliances ..	9	16	7
Tuning pianos	1	10	0
Keeping grounds in order	1	3	0
Hockey-ground, rent, &c.	2	0	0
Expenses of entertainments	7	7	0
School pictures, framing, &c.	20	1	8
Sundries	4	2	10
Grant-in-aid to boardinghouse	50	0	0
Rent of temporary class-rooms	11	5	0
Balance	138	10	0
	£2,646	3	9

GIRLS' HIGH SCHOOL BUILDING ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Government grants	3,000	0	0	Progress payments to contractor for additions	2,902	12	0
Balance, 31st December, 1907	156	13	6	Clerk of Works, salary	76	0	0
				Architect's commission and advertising, &c.	78	1	6
				Progress-payment to contractor for furniture and fittings	100	0	0
	£3,156	13	6		£3,156	13	6
				Balance, 1st January, 1908	£156	13	6

PUBLIC LIBRARY MAINTENANCE ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Contribution from Museum, Library, and School of Technical Science Endowment	500	0	0	Balance, 1st January, 1907	629	19	2
Subscriptions	957	3	0	Salaries	758	11	3
Subscriptions for extra volumes	4	19	9	Contribution towards expenses of Registrar's office	30	0	0
Fines	27	7	3	Insurance	30	13	6
Sale of catalogues	6	1	0	Lighting	146	2	5
Sale of magazines	6	9	5	Fuel	29	4	6
Reserving books	4	17	0	Subscriptions to colonial newspapers	44	0	10
Revenue from James Gammack Trust Estate	365	14	2	Repairs	43	3	9
Interest on capital (Postle bequest)	66	12	9	Legal expenses	0	7	0
Government subsidy (parliamentary grant)	17	1	2	Printing, stationery, stamps, and advertising	40	1	3
Balance	636	14	10	General expenses, viz.—			
				Furniture and fittings	19	10	2
				Cleaning and appliances	9	3	8
				Keeping grounds in order	7	10	6
				Directories, Post-office box, &c.	2	4	0
				Sundries	6	9	2
				James Gammack Trust—			
				New books for circulating department	201	9	8
				Renewal of standard works	9	13	4
				Periodicals and English newspapers	118	5	11
				Binding books (circulating department)	36	5	3
				Reference Library—books and binding—			
				A. Postle Trust	66	12	9
				General Account	60	9	1
				New buildings loan of £4,000—			
				Interest	180	0	0
				Allocation to sinking fund	54	0	0
				Interest on current account	28	19	2
				Printing supplementary catalogue	45	4	0
	£2,593	0	4		£2,593	0	4
				Balance, 1st January, 1908	£636	14	10

PUBLIC LIBRARY CAPITAL ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	1,666	8	6	Balance	1,666	8	6
Balance, 1st January, 1908	£1,666	8	6				

PUBLIC LIBRARY SINKING FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	110	3	2	Balance, 31st December	168	11	2
Allocation from Public Library Maintenance Account	54	0	0				
Interest	4	8	0				
	£168	11	2		£168	11	2
Balance, 1st January, 1908	£168	11	2				

JAMES GAMMACK TRUST (PUBLIC LIBRARY).

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	24	0	0	Allocation to Public Library Maintenance Account for purchase of bocks and binding	365	14	2
Revenue from estate	550	0	0	Balance	208	5	10
	£574	0	0		£574	0	0
Balance, 1st January, 1908	£208	5	10				

MEDICAL SCHOOL RESERVES ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d
Balance, 1st January, 1907	4,181	15	3	Contribution towards salary of Professor of Biology	400	0	0
Rent of reserves	436	10	0	Contribution towards expenses of Registrar's office	90	0	0
Interest	163	12	0	Inspection of reserves	9	11	7
				Plantations on reserves	21	0	0
				Sundries	0	13	3
				Balance	4,260	12	5
	£4,781	17	3		£4,781	17	3
Balance, 1st January, 1908	£4,260	12	5				

MUSEUM, LIBRARY, AND SCHOOL OF TECHNICAL SCIENCE CAPITAL ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	18,941	8	4	Balance	18,941	8	4
Balance, 1st January, 1908	£18,941	8	4				

MUSEUM, LIBRARY, AND SCHOOL OF TECHNICAL SCIENCE ENDOWMENT ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s	d.
Balance, 1st January, 1907	646	9	6	Contributions to—			
Rent of reserves	2,100	0	0	School of Engineering	800	0	0
Interest	926	13	8	Museum	1,225	0	0
				Museum (special grant towards cost of repairs to roof, £351)	200	0	0
				Public Library	500	0	0
				School of Art	450	0	0
				Inspection of reserves	40	14	6
				Sundries	0	14	0
				Balance	456	14	8
	£3,673	3	2		£3,673	3	2
Balance, 1st January, 1908	£456	14	8				

MUSEUM ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Contribution from Museum, Library, and School of Technical Science Endowment	1,225	0	0	Balance, 1st January, 1907	64	15	2
Special grant from same towards cost of repairs to roof (£351)	200	0	0	Salaries	849	3	4
Sale of specimens	1	12	0	Insurance	38	19	10
Interest	2	5	3	Contribution towards expenses of Registrar's office	30	0	0
				Repairs	4	10	3
				Cases, fittings, &c.	90	13	1
				Taxidermist's requisites	15	0	1
				Books and binding	32	10	5
				Purchase of specimens	109	18	0
				Freight and charges	26	8	
				Fuel	1	9	9
				General expenses, viz.—			
				Printing, stationery, and stamps	3	16	5
				Advertising	1	5	0
				Material	4	12	11
				Sundries	2	15	10
				Guide-book sinking fund—allocation	10	0	0
				Printing records	9	15	0
				Strong-room door	35	8	6
				Balance	97	15	0
	£1,428	17	3		£1,428	17	3
Balance, 1st January, 1908	£97	15	0				

MUSEUM GUIDE-BOOK SINKING FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Allocation from Museum maintenance	10	0	0	Balance	10	0	0
Balance, 1st January, 1908	£10	0	0				

ASTRONOMICAL OBSERVATORY ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	410	12	9	Contribution towards cost of upkeep (College)	16	8	9
Interest	16	12	8	Balance	410	16	8
	£427	5	5		£427	5	5
Balance, 1st January, 1908	£410	16	8				

MORTGAGES OF FREEHOLDS ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Executors of late S. Kennedy, repayment	450	0	0	Balance, 1st January, 1907	17,150	0	0
Anderson, William, repayment	8,000	0	0				
Balance	8,700	0	0				
	£17,150	0	0		£17,150	0	0
				Balance, 1st January, 1908	£8,700	0	0

MORTGAGES OF DEBENTURES ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 31st December, 1907	5,700	0	0	1907—Loan to Christchurch Tramway Board	5,700	0	0
				Balance, 1st January, 1908	£5,700	0	0

CHEMICAL LABORATORY BUILDING FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
1907—Public contributions to fund	81	1	9	Balance, 1907	81	1	9
Balance, 1st January, 1908	£81	1	9				

GENERAL INVESTMENT ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance	2,000	0	0	Balance, 1st January, 1907	2,000	0	0
				Balance, 1st January, 1908	£2,000	0	0

EMILY FOSTER MEMORIAL FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	63	18	8	Prizes	2	11	0
Interest	2	15	0	Balance	64	2	8
	£66	13	8		£66	13	8
Balance, 1st January, 1908	£64	2	8				

HELEN MACMILLAN-BROWN MEMORIAL FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	97	6	4	Prizes	3	9	0
Additions to fund (per Miss Gibson)	1	12	8	Balance	99	10	0
Interest	4	0	0				
	£102	19	0		£102	19	0
Balance, 1st January, 1908	£99	10	0				

THOMAS MILLER PRIZE FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	101	2	7	Prizes	4	2	10
Interest	4	0	0	Balance	100	19	9
	£105	2	7		£105	2	7
Balance, 1st January, 1908	£100	19	9				

JOSEPH HAYDON PRIZE.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 1st January, 1907	208	0	0	Prizes	4	0	0
Interest	7	17	7	Balance	211	17	7
	£215	17	7		£215	17	7
Balance, 1st January, 1908	£211	17	7				

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

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NEW ZEALAND.

With the Compliments of

The [illegible]

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1908.

NEW ZEALAND.

Education Department.

Wellington, 190

EDUCATION:

THE AUCKLAND UNIVERSITY COLLEGE.

("THE AUCKLAND UNIVERSITY COLLEGE ACT, 1882.")

[In continuation of E.-9, 1907.]

Presented in pursuance of the Act.

Staff.

Professors.—Classics—Vacant (C. F. Bourne, M.A., Oxford, acting). English—C. W. Egerton, M.A., Dublin. Mathematics—H. W. Segar, M.A., Cambridge. Chemistry and Experimental Science—F. D. Brown, Hon. M.A., Oxford, B.Sc., Lond., F.C.S. (*locum tenens*, F. P. Worley, M.A., M.Sc.). Biology and Geology—A. P. W. Thomas, M.A., Oxford, F.L.S., F.G.S. Music—W. E. Thomas, Mus. Doc., Oxford. Mining Engineering—Arthur Jarman, A.R.S.M., London, A.I.M. and M., London, M.A.I.M.E.

Lecturers.—Modern Languages—M. Walker, M.A. Law—H. D. Bamford, B.A., LL.D. Mental Science, Economics, History, and Commercial Geography—J. P. Grossman, M.A. Accounting—H. H. Hunt, F.N.Z.A. and A.A. Education—H. A. E. Milnes, B.Sc., Lond. Applied Mechanics, Steam Engine, Machine Construction, and Drawing—Sydney E. Lamb, B.Sc. Hons., London, A.R.C.Sc., A.M.I.M.E.

Visitor.—The Hon. the Minister of Education.

Members of Council.

Appointed by His Excellency the Governor in Council—Hon. Sir G. M. O'Rorke, M.A., LL.D.; Rev. J. H. Simmonds; Mr. G. L. Peacocke.

Elected by members of the Legislature—Hon. J. A. Tole, B.A., LL.B.; the Right Rev. Bishop Neligan; Mr. W. B. Colbeck, B.A., LL.B.

Elected by graduates—Mr. F. E. Baume, LL.B., K.C., M.P.; Dr. W. C. W. McDowell, B.A., M.B., C.M.; Mr. T. U. Wells, B.A.

Ex officio—Mr. Arthur M. Myers, Mayor of Auckland; Mr. L. J. Bagnall, Chairman of the Education Board.

The CHAIRMAN of the BOARD OF GOVERNORS to the MINISTER OF EDUCATION.

SIR,— Auckland University College, 30th May, 1908.

In pursuance of section 25 of "The Auckland University College Act, 1882," the Council has the honour to make the following report for the year 1907:—

1. *Number of Students.*—The number of persons who attended lectures in this College in 1907 was 284: Graduates, 17 (males, 14; females, 3); undergraduates, 149 (males, 96; females, 53); and non-matriculated students, 118 (males, 55; females, 63).

2 *Council.*—The Hon. Sir G. M. O'Rorke was reappointed by the Governor in Council; Mr. W. B. Colbeck was re-elected by the members of the General Assembly resident in the Provincial District of Auckland; Dr. W. C. W. McDowell was re-elected by the graduates of the University of New Zealand on the roll of the Auckland University College. There was no alteration in the *ex officio* members.

3. *Professors and Lecturers.*—In February three months' leave of absence was granted to Professor H. A. Talbot-Tubbs on account of the state of his health, and in April the services of Mr. Tubbs were dispensed with. Mr. C. F. Bourne, M.A., was appointed acting Professor for the first three months, and also subsequently for the remainder of the session.

The Council also decided to advertise for a new Classical Professor in Great Britain, Australia, and New Zealand.

Mr. Tubbs has issued a writ against the Council for £700 in connection with the action of the Council, and the Council has instructed its solicitor to resist the claim.

Mr. S. E. Lamb, B.Sc., London, A.R.C.S., A.M., I.M.E., commenced his duties as lecturer in applied mechanics, steam-engine, and machine drawing at the beginning of the second term (June, 1907).

Mr. F. P. Worley, M.A., M.Sc., acted during the year as substitute for Professor F. D. Brown, Professor of Physics and Chemistry, absent on leave in Europe, arrangements for which were announced in last report.

4. *Purchase of Choral Hall.*—The Council has received from the Government £4,000 for the purchase of the Choral Hall, in Symonds Street, City of Auckland, for the purposes of the College, and £500 in aid of the erection of temporary buildings for the School of Mines. At the end of the year negotiations were nearly completed, and the Council were taking into consideration the matter of a temporary building for the School of Mines. The Council has been informed that a Crown grant will shortly be issued vesting the site of the Choral Hall in the Council.

5. *Receipts and Expenditure.*—General Account: Receipts, including grant of £4,000 for the purchase of the Choral Hall, £8,973 10s. 2d.; expenditure, £4,962 1s. 9d.; balance, £4,011 8s. 5d. Specialisation Account: Receipts, £2,500; expenditure, £2,264 0s. 5d.; balance, £235 19s. 7d. Endowments: The income from the endowments was £648 0s. 3d., and the expenditure was £10 18s. 5d., leaving a net revenue of £637 1s. 10d.

6. *Degrees and Honours.*—The degrees and honours gained at last November examinations of the University of New Zealand are as follows: Honours in Arts, 1; Honours in Science, 2; Bachelors of Arts, final section, 3; Bachelors of Arts, first section, 16; Bachelors of Science, final section, 2; Bachelor of Science, first section, 1; Bachelors of Law, final section, 5; Bachelors of Law, first section, 4; Bachelor of Commerce, 1.

I have, &c.,

G. MAURICE O'RORKE, Chairman.

STATEMENT of the RECEIPTS and EXPENDITURE of the AUCKLAND UNIVERSITY COLLEGE for the Year ended 31st December, 1907.

I. GENERAL ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.	£	s.	d.
Balance, 31st December, 1906	1,170	3	11	Salaries				3,713	11	8
From Government:—				Office expenses				41	6	1
(a) Statutory grant	4,000	0	0	Stationery				51	0	3
(b) Grant for building (Choral Hall)	4,000	0	0	Advertising				43	5	10
Sir George Grey Scholarship	25	0	0	Printing				88	6	7
Endowments—				Cleaning, lighting, and warming				86	18	10
Rents collected by Land Board	386	8	1	Insurance				28	7	0
Rents collected by Registrar	151	12	2	Interest and commission				0	16	6
Taupiri rent	110	0	0	Furniture and fittings				26	17	3
Music examination fees	114	11	9	Repairs				62	12	7
Annual examination fees	3	3	0	Water rates				11	8	0
Sale of calendars	2	10	0	Lecture requisites (Professor Thomas)				132	11	1
Miscellaneous	115	1	9	" (Professor Brown)				231	7	7
Interest—				Library				44	7	9
Debentures	24	0	0	Premiums				30	6	7
Grey Street Mortgage	26	5	0	Annual examination expenses				7	18	6
Auckland Savings-bank	4	0	0	Music examination expenses				90	8	2
Post-Office Savings-bank	10	18	5	Endowment expenses				10	18	5
				School of Music				3	2	6
				Miscellaneous				120	10	5
				Sir George Grey Scholarship				50	0	0
				Additions				86	0	2
				Balance, 31st December, 1907—						
				Debentures	£400	0	0			
				Grey Street mortgage	700	0	0			
				Post-office Savings-bank	325	4	2			
				Auckland Savings-bank	118	12	2			
				Bank of New Zealand—						
				Current account	3,637	16	0			
								5,181	12	4
	£10,143	14	1					£10,143	14	1

II. SEPARATE ACCOUNTS.

A.—Specialisation Account, School of Commerce and School of Mines.

	£	s.	d.		£	s.	d.
Balance, 31st December, 1906	1,641	14	9	Salaries	1,418	0	0
From Government—				Advertising	34	2	0
(*a.*) Grant—General	2,000	0	0	Printing	21	18	8
(*b.*) Special grant for building purposes	500	0	0	Office	10	5	1
				Stationery	2	0	0
				Miscellaneous	97	11	1
				Library	33	8	5
				Furniture	10	19	9
				Lecture requisites (Jarman)	631	10	5
				„ (Grossman)	3	15	0
				Commission and interest	0	10	0
				Balance in bank, 31st December, 1907	1,877	14	4
	£4,141	14	9		£4,141	14	9

B.—Sinclair-Gillies Trust Account.

	£	s.	d.		£	s.	d.
Balance, 31st December, 1906	3,617	19	4	Scholarships (two)	140	0	0
Interest on £3,000 on mortgage at 5 per cent.	150	0	0	Advertising	6	2	6
Interest—				Balance, 31st December, 1907—			
Auckland Savings-bank	2	13	11	Auckland Savings-bank	121	11	11
Post-Office Savings-bank	16	11	2	Post-Office Savings-bank	519	10	0
				On mortgage	3,000	0	0
	£3,787	4	5		£3,787	4	5

C.—J. L. Sinclair Trust Account.

	£	s.	d.		£	s.	d.
Balance, 31st December, 1906	22	14	2	Balance, 31st December, 1907—			
Interest	0	17	7	In Auckland Savings-bank	23	11	9
	£23	11	9		£23	11	9

May, 1908. CHAS. M. NELSON, M.A., Registrar.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

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NEW ZEALAND.
With the Compliments of the
Education Department.
Wellington, 190

1908.

NEW ZEALAND.

EDUCATION:
THE VICTORIA COLLEGE.

("THE VICTORIA COLLEGE ACT, 1897.")

[In continuation of E.-10, 1907.]

Presented in pursuance of the Act.

Visitor.—The Hon. the Minister of Education.

Members of Council.

Appointed by His Excellency the Governor in Council—A. W. Hogg, M.P.; J. Graham, M.P.; W. H. Quick.
Elected by members of the Legislature—C. P. Knight, LL.D.; C. Wilson; Heinrich F. von Haast, M.A., LL.B.
Elected by members of Education Boards—A. T. Maginnity; the Hon. J. G. Findlay, M.L.C., LL.D.; R. McCallum.
Elected by graduates—His Honour Sir R. Stout, K.C.M.G., Chief Justice; A. R. Meek, M.A., LL.B.; Francis P. Wilson, M.A.
Elected by public-school teachers—T. R. Fleming, M.A., LL.B.; Rev. W. A. Evans; C. Watson, B.A.
Elected by the Professorial Board—F. H. D. Bell, B.A.

Staff.

Professors.—Classics—John Brown, M.A., St. Andrew's and Oxford. English Language and Literature—H. Mackenzie, M.A., St. Andrew's. Modern Languages—G. W. von Zedlitz, M.A., Oxford. Chemistry and Physics—T. H. Easterfield, M.A. Cambridge, Ph.D. Würzburg. Mathematics and Mathematical Physics—D. K. Picken, M.A. Biology—H. B. Kirk, M.A., New Zealand. Law—M. W. Richmond, B.Sc. Lond., LL.B. New Zealand, and J. Adamson, M.A., LL.B., Dean of the Faculty. Mental Science and Economics—T. A. Hunter, M.A., M.Sc., New Zealand.

Lecturers.—Education—William Gray, M.A., B.Sc., New Zealand. Demonstration in Chemistry and Physics—F. R. Lankshear, New Zealand. Demonstration in Biology—Miss P. Myers, B.A., New Zealand.

Registrar.—C. P. Powles.

The REGISTRAR, Victoria College, to the Hon. the MINISTER OF EDUCATION.

SIR,— Victoria College, Registrar's Office, Wellington, 9th June, 1908.

I have the honour, in pursuance of the Victoria College Act, to forward the following report from the Council on the work of the College:—

Mr. H. F. von Haast has been elected by the District Court of Convocation to be their representative on the Senate of the University of New Zealand.

During the year Professor Salmond resigned his position as Professor of Law, and Professor Maclaurin was made Dean of the Faculty of Law in his place. To carry on the mathematical work until an appointment could be made, Professor Maclaurin retained the honours class in mathematics, and the other classes were taken by Mr. A. Gifford, M.A., who was temporarily appointed Lecturer. The chair of mathematics was filled by the appointment of Professor Picken, who began his work at the College at the beginning of this session. Professor Maclaurin having resigned his position as Dean of the Faculty of Law, Professor Adamson was appointed to the vacant position. He arrived in the Dominion in time to begin his lectures a few days after the opening of this session.

Classes have been held in the following subjects: English language and literature, education, Latin, Greek, French, German, Italian, mental science, jurisprudence and constitutional history, law, political economy and history, mathematics, mechanics, chemistry, physics, and biology.

The number of students attending classes was 376, and there were sixty-seven exempted students attached to the College; 162 students kept terms.

The Junior Queen's Scholarships awarded on the Junior National Scholarship Examination were given to scholars from South Wellington School, Havelock North School, Stratford District High School, Queen's Park School Wanganui, Wanganui District High School, and Napier Boys' High School. Senior Queen's Scholarships were awarded to pupils of Marlborough High School, Wellington College, and Wellington Girls' College.

The Sir George Grey Scholarship was won by Miss M. R. Barkas and Matthew H. Oram, equal at the examination. Miss Barkas, however, also won a Junior University Scholarship, which she accepted, so M. H. Oram holds the Sir George Grey Scholarship.

The two Jacob Joseph Scholarships were awarded to Diamond Jenness and Allan McDougall.

At the recent degree examinations of the University of New Zealand, students of Victoria College passed as follows: M.A. with honours, 7; M.A. pass, 2; Senior Scholarship, 1; first examination Mus. Bac., 1; first section B.A., 23; final B.A., 26; first section B.Sc., 2; final B.Sc., 1; first section first examination B. Com., 1; first completed B. Com., 1; Barristers' Examination, 2; first section first division LL.B., 21; second section first division LL.B., 4; final LL.B., 2.

The number of students attending the College during 1907 reached 376.

In last year's report the Council drew your attention to the necessity for increased accommodation, and through the liberality of the Government one large room was fitted up to hold the large classes which some of the professors have. The further increase in numbers, however, makes the necessity for more large class-rooms as pressing as ever. This need would be met by the erection of the two large class-rooms provided in the plan placed before you last year. Moreover, the completion of the buildings is urgently required, as there is no hall in which the students can assemble for any University function, or for any purpose whatever.

I have, &c.,
CHAS. P. POWLES, Registrar.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st March, 1908.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance brought forward	4,219	7	10	Salaries	3,846	9	6
From Government—				Office salaries and expenses	355	9	2
(*a.*) Statutory grant	4,000	0	0	Printing, advertising, and stationery	133	8	5
(*b.*) Grant for buildings	1,894	2	5	Caretaker and sundries	159	10	8
(*c.*) For Queen's Scholarship	896	6	0	Insurance	31	10	3
(*d.*) For Sir George Grey Scholarship	50	0	0	Chemicals	25	3	6
Fees	1,610	17	9	College examination expenses	85	14	11
Examination fees	154	7	0	Lighting	174	14	0
Sale of calendars	10	8	9	Heating	58	5	11
Instruments sold	2	12	6	Water	4	3	3
Interest	148	4	0	Fees refunded	7	1	9
Rent of reserve	94	10	0	Travelling-expenses	60	5	0
Donations to library	325	0	0	Furniture	102	5	7
				Library books	266	2	10
				Apparatus	138	8	10
				College buildings	2,048	13	7
				Repairs	7	0	8
				Fencing and grounds	11	10	0
				Sir George Grey Scholarship	50	0	0
				Queen's Scholarships	896	6	0
					8,462	3	10
				Balance	4,943	12	5
	£13,405	16	3		£13,405	16	3
Balance down	£4,943	12	5				

GRANT FOR SPECIALISATION.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Government grant	2,000	0	0	Salaries—Law and science (biology)	2,128	0	11
Transfer from Ordinary Account	128	0	11				
	£2,128	0	11		£2,128	0	11

DEPOSIT ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance brought forward	£30	0	0	Deposit forward	£30	0	0

UNION PRIZE FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance brought forward	106	11	4	Prizes	8	15	0
Interest	4	10	0	Bank charge	0	2	6
				Balance	102	3	10
	£111	1	4		£111	1	4

JACOB JOSEPH SCHOLARSHIP FUND.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance brought forward	3,086	4	0	Scholarships	90	0	0
Interest	135	0	0	Bank charge	0	7	6
				Balance	3,130	16	6
	£3,221	4	0		£3,221	4	0
Balance down	£3,130	16	6				

CHAS. P. POWLES, Registrar.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

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NEW ZEALAND.

Schools

Education.

Education Department,
Wellington, 190

1908.
NEW ZEALAND.

EDUCATION:

CANTERBURY AGRICULTURAL COLLEGE.

("THE CANTERBURY COLLEGE AND CANTERBURY AGRICULTURAL COLLEGE ACT, 1896.")

[In continuation of E.-11, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

Visitor.—His Excellency the Governor.

Board of Governors.

Appointed by His Excellency the Governor—E. Richardson.
Elected by members of the Legislature—Hon. E. C. J. Stevens (Chairman); M. Murphy, F.L.S.; and H. A. Knight.
Elected by governing bodies of agricultural and pastoral associations—W. F. M. Buckley, B.A.; George Gould; and J. Studholme.

Staff.

Director.—W. Lowrie, M.A., B.Sc.
Lecturer on Veterinary Science.—A. Taylor, M.A., M.R.C.V.S.
Lecturer on Chemistry.—G. Gray, F.C.S.
Lecturer on Biology.—F. W. Hilgendorf, M.A., D.Sc.
Farm Overseer.—W. Street.

REPORT OF THE DIRECTOR.

Sir,—

I have the honour, by direction of the Board of Governors, in pursuance of "The Canterbury College and Canterbury Agricultural College Act, 1896," to submit the following report on the work of this institution for the year ending 31st December, 1907, and the balance-sheet for the same period:—

The attendance was maintained at or near the limit of accommodation throughout the year, and altogether fifty-six students were enrolled, the number being exactly the same as for the preceding year. I am glad to be able to report that the work of the students in residence in 1907 was the most satisfactory as a whole that has been done since I took charge here in 1901. We were fortunate in having a higher percentage of students with some acquired experience of farming before joining the College, and such students almost invariably make the best use of the opportunities to acquire a knowledge of the science and practice of farming which the course here offers. Ten students completed the course in December, and of these seven satisfied the examiners and were awarded the diploma of the College. Their names and addresses are as follows: G. Osborne, Canterbury (gold-medallist); J. McEwan, Palmerston North; F. Batkin, Auckland; J. I. Chrystall, Canterbury; A. D. Newmarch, New South Wales; N. Hutton, Auckland; E. J. Jekyll, Canterbury.

During the year upwards of £1,000 was spent in permanent improvements and increasing the equipment of the College. A septic-tank system of sanitation was installed, a stable for six horses was built, extensive additions to the milking-yard and cow-stalls were made, a boiler and appliances for steaming and preparing food for the dairy cows and heating water for the dairy were erected, a new power separator was added to the dairy, and a complete milking-machine plant with oil-engine was set up. The arrangements for the teaching of blacksmithing and woodwork were modified during the year. In the past a carpenter visited the College two days in the week and a blacksmith on one day, but the arrangement did not allow of sufficient time being occupied by the students with this important part of practical work. Accordingly, a well-qualified mechanic has been engaged and provided with a house at the College. The whole of his time is occupied in teaching and carrying out, with the assistance of students, such horse-shoeing and wood or iron work as is necessary on every farm. Improved facilities are thus offered to students to acquire experience with tools and to fit themselves better as "handy" men.

The College farm has been generously and efficiently managed, and is being worked throughout as a training-farm whereon the business element is all-important and the financial aspect of all operations is set out in relief as bold as is practicable. At the same time, demonstrations are given of the effect of different methods of culture and manuring, of the relative advantages of different varieties of seeds and of different forage-crops and forage-crop mixtures in illustration of the lessons taught in the lecture-room or in the field. As evidence that the live-stock of the farm is being maintained of high quality, it is mentioned that the following tickets were gained at the Canterbury Agricultural and Pastoral Association's Metropolitan Show, 1907: Two champion prizes, two first prize and reserve champions, nine first prizes, four second prizes, one very highly commended, two highly commended, and two commended.

It may be mentioned also that the flock of crossbred ewes is each year subdivided, and rams of different long-woolled and short-woolled breeds used with the view of demonstrating to the students the utility of different breeds in relation to the fat-lamb industry. To enable students to acquire experience in the valuation of stock, fat or in store condition, and in the ways of the stock-market, classes are taken to the Addington Saleyards in succession, one class each week. Through the courtesy of the stock agents and the Addington Saleyards directors, students have an opportunity of handling the stock in the pens; and to encourage them to compare and value different lines carefully, prizes are awarded at the end of the year to the student in each class who most accurately and consistently throughout the year values certain pens selected at each visit to the yards. In this way experience in the buying and selling of stock is much more extended than could be acquired on any one farm.

I have, &c.,
William Lowrie, Director.

The Hon. the Minister of Education, Wellington.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

GENERAL ACCOUNT.

Receipts.	£	s.	d.
Balance, 31st December, 1906	1,082	9	6
Interest on capital	1,052	5	0
Rent of reserves	815	6	4
Sales of farm-produce—			
Wool	380	15	10
Dairy	144	11	8
Wheat	253	19	1
Peas	9	5	4
Oats, &c.	36	15	11
Sales of live-stock—			
Pigs	305	17	11
Sheep	1,180	9	2
Cattle	41	13	10
Students' fees	1,487	3	8
Maintenance of students and staff (including refunds for board of farm employees)	85	15	0
Trade accounts—Sales of sacks, poultry	57	14	6
Sales of books to students	42	12	3
Laboratories—Refunds for drugs, &c.	23	2	6
Contingencies (farm)—Show prizes	41	3	6
Stationery, exchange on cheques	2	2	1
Wages of farm—Refund of excess	0	13	4
Buildings, repairs—Refunds for breakages	1	7	0
Egg-laying competition—Sales of eggs	332	18	3
	£7,378	1	8

Expenditure.	£	s.	d.
Salaries of staff	1,450	13	0
Maintenance of students and staff	1,754	18	7
Farm wages (including £250, proportion of Director's salary)	725	7	5
Purchases of live-stock—			
Pigs	8	5	5
Sheep	44	5	6
Horses	150	3	8
Trade accounts (including saddlery, freights, sacks, woolpacks, binder-twine, bran, linseed, hardware, &c.)	271	10	2
Manures	249	2	7
Seeds	169	17	2
Implements—Purchases and repairs	483	11	3
Laboratories—Chemicals, drugs, &c.	36	15	10
Contingencies (College)—Sundry expenses of Director and staff, farmers' luncheon, &c.	66	4	5
Orchard, grounds, and plantations—Wages, &c.	120	14	1
Buildings, repairs	459	7	5
Rates—Road Board, water and sheep rates	68	3	11
Insurance (College) — Buildings, and accountant's guarantee	26	13	11
Insurance (farm) — Buildings, machinery, and employers' liability	31	9	0
Contingencies (farm)—Expenses in connection with shows, sales, &c.	30	8	3
Farm fuel	10	0	10
Permanent improvements — Labour and material	230	2	10
Stationery—Stamps, telegrams, mail-bag, telephone rent and charges	64	18	7
Library—Books and periodicals	27	11	11
Students' books—Purchase of books and instruments	28	16	11
Workshops (manual training)—Instructor's fees, &c.	14	15	8
Students' travelling-expenses	44	17	6
Travelling-expenses of Board	33	10	0
Printing and advertising	14	17	3
Workshops wages (blacksmith)	62	15	6
Contributions to churches	10	0	0
Prizes and certificates	17	11	0
Workshops (material and tools)	5	1	3
Saddlery lessons—Instructor's fees	34	18	0
Egg-laying competitions—Wages and feed	236	16	5
Examiners' fees	10	10	0
Interest—Transfer to Harman and Stevens of interest on Canterbury College debt sold to them	61	4	0
Scholarships	30	0	0
Balance, 31st December, 1907	292	2	5
	£7,378	1	8

CAPITAL ACCOUNT.

Receipts.	£	s.	d.
Balance, 1st January, 1907	21,087	15	8
Received from Canterbury College, balance of Supreme Court award	3,500	0	0
	£24,587	15	8

Expenditure.	£	s.	d.
Harman and Stevens—Transfer of balance of Canterbury College debt sold to them on account of land purchased	874	5	3
New Zealand Government—Purchase of land	500	0	0
Balance, 31st December, 1907	23,213	10	5
	£24,587	15	8

DEPOSIT ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 31st December, 1907	1,500	0	0	Deposited with Permanent Investment and Loan Association	1,500	0	0

MORTGAGE OF FREEHOLD ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 31st December, 1907	20,000	0	0	Loan on security of 6,000 acres	20,000	0	0

STATEMENT of RECEIPTS and EXPENDITURE—*continued*.

STATEMENT OF BALANCES.

Accounts.	£	s.	d.	*Bank and Investment.*		£	s.	d.
Capital Account	23,213	10	5	Drawing Account ..	£2,097 3 1			
General Account	292	2	5	Less outstanding cheques	96 10 5			
						2,000	12	8
				Cash in hand		5	0	2
				Deposited with Permanent Investment Association		1,500	0	0
				Mortgage of freehold		20,000	0	0
	£23,505	12	10			£23,505	12	10

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

WILLIAM LOWRIE, Director.

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With the Compliments of The ... Schools ... Education.
Education Department, Wellington.
Stanford University FEB 2 1909

1908.
NEW ZEALAND.

EDUCATION:
SECONDARY EDUCATION.

[In continuation of E.-12, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

1. EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

The Education Board scholarship scheme by which the Education Boards, under the local regulations approved by the Minister of Education, award annually a large number of scholarships of varying value out of an allowance of old standing, amounting to 1s. 6d. per head of the average attendance, still remains one of the chief doors of entry to secondary schools for the most promising of the primary-school pupils. The regulations adopted in the different districts commonly provide for two classes of scholarships, junior and senior—the former limited to children under fourteen or in some cases under thirteen years of age resident in the district, and tenable usually for two years; the latter, more restricted in number, continuing the secondary education of the holders for two or three years longer.

During the year 1907 Education Board scholarships—junior and senior—were current to the number of 491, or twenty-eight more than the total of 1906 (463). The actual monetary value of these scholarships in most instances is small, the object in view being generally to spread the benefits as widely as possible rather than to provide attractive prizes for a few. Each scholarship, however, through the operation of the provisions for free places, which give a preference to scholarship-holders, carries with it in all but certain exceptional circumstances the substantial benefit of free tuition, and a lodging or travelling allowance is added where necessary. The total expenditure on scholarships of this class during the year 1907 was £8,547. The following table shows the number and value of Education Board scholarships current at the end of 1907:—

Table H.—Number and Value of Education Board Scholarships.

Education Districts.	Number held in Dec., 1907.	Boys.	Girls.	Period of Tenure.	Boards' Expenditure on Scholarships in 1907.	Annual Value, &c.
				Years.	£ s. d.	
Auckland ..	91	61	30	3	2,129 5 11	29 at £40; 1 at £30; 8 at £25; 5 at £20; 13 at £15; 35 at £10.
Taranaki ..	22	16	6	2	327 9 0	5 at £35; 1 at £16; 1 at £14; 1 at £12; 14 at £10.
Wanganui ..	37	16	21	2 or 3	829 13 10	12 at £40; 2 at £23 10s.; 2 at £21; 7 at £15; 14 at £10.
Wellington ..	67	42	25	2	877 6 8	12 at £40; 1 at £10; 4 at £9; 2 at £8 18s.; 1 at £8 9s. 6d.; 1 at £7; 46 at £5.
Hawke's Bay ..	37	24	13	2	580 12 6	16 at £30; 1 at £12 10s.; 4 at £10; 1 at £7 10s.; 15 at £2 10s.
Marlborough ..	13	6	7	2	102 10 0	2 at £25; 8 at £10; 3 at £2.
Nelson	34	12	22	2	357 8 0	5 at £40; 4 at £25; 25 at £1 5s.
Grey	8	5	3	2	93 10 0	2 at £26; 6 at £8.
Westland ..	7	5	2	2	67 0 0	1 at £20; 3 at £10; 3 at £4.
North Canterbury	49	28	21	2	939 4 10	18 at £30; 31 at £10.
South Canterbury	31	21	10	1 or 2	350 9 10	6 at £27; 25 at £7.
Otago	67	44	23	2 or 3	1,253 9 4	22 at £40; 2 at £30; 17 at £10; 9 at £6; 17 at £4.
Southland ..	28	14	14	2 or 3	638 15 0	19 at £30; 2 at £15; 7 at £5.
Totals, 1907..	491	294	197	..	8,546 14 11	
Totals, 1906..	463	284	179	..	8,487 18 8	

Under the National Scholarship scheme pupils of public schools have also the chance of obtaining a Junior National scholarship, tenable for three years, or in special cases for a longer period. These scholarships, of a more uniform value than the Education Board scholarships, and generally on a level with the best of those scholarships, are awarded on the results of an examination conducted annually by the Education Department, and the examination is now in nearly all the districts adopted by the Education Boards for the award of their own scholarships. The actual award of Junior National scholarships is also intrusted to the Education Boards, who exercise a certain control over the holders and pay over to them from time to time the amounts falling due.

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The examination for Junior National scholarships, with which is associated the special examination for junior free places in secondary schools, district high schools, and technical schools, is held annually in December. For this examination in 1907 entries were received from 1,475 candidates seeking to qualify for the Junior National scholarships, for Education Board Junior scholarships, for Junior Queen's scholarships in connection with the Middle University District, or simply for the free places. In 1906 the number of entries received was 1,458; in 1905, 870. On the results of the examination 682 of the candidates qualified for a scholarship award, and in addition 148 satisfied the conditions for free places.

Supplementing the provisions for scholarships, the arrangements now in force, by which pupils of fair promise are admitted to free tuition in secondary and other schools, are very comprehensive and far-reaching in their effects. For all who deserve it there is now a free course from the initiatory stages of the primary school to the doors of the University, and by means of further scholarships and bursaries, making classes at the Colleges free to all duly qualified students, a further step of progress to the distinction of a University degree is also possible in terms of similar advantage.

Under the Regulations for Free Places in secondary schools and district high schools boys and girls who qualify for Junior scholarships, whether they obtain scholarships or not, or pass a special examination for free places, or who obtain certificates of proficiency at the completion of their primary course, become eligible generally for the privilege of two years' free tuition, with a possible extension to a third year without further examination.

At the end of the period a further free place is obtainable to the age of nineteen by all who succeed in passing the Civil Service Junior Examination, either in its competitive form or, as slightly modified for the purpose in question, in the form of a qualifying examination only. The Matriculation Examination of the University may also be used for this purpose, and those qualifying for Senior Board scholarships, whether by means of the Department's examination or not, are also eligible. As, however, various reasons exist in the interests both of the pupil and of the school for dispensing with an external examination whenever this can be done with convenience and safety, arrangements are now being made for applying to senior free places in a modified shape the principle of the "accrediting" system, which has for some time been growing in favour with educational authorities elsewhere, and which forms commonly a characteristic feature of Continental and American schools. Hereafter, on the joint recommendation of the principal of the school attended (or, in the case of district high schools, of an Inspector of the district) and of the Inspector-General of Schools, it will be possible for a free pupil who has gone through a satisfactory course of work of sufficient scope to secure without the restrictions of an intermediate public examination free secondary education throughout the whole course of his attendance at a secondary school up to the age of nineteen years.

Beyond the limits of the secondary school the opportunities given to promising students are now also great. Besides the scholarships offered by the University, there have in the past year been available four Senior National scholarships in each of the four University districts, four Senior Queen's scholarships, on terms of a similar character in connection with Victoria College, and one or more Taranaki scholarships under special enactment, making a total of some thirty-six scholarships of very substantial value offered at the close of 1907 on the results of the Junior Scholarship examination of the University.

University bursaries, covering free tuition at University college classes for a period of three years, are also offered out of the public funds to all who obtain credit in the Junior University Scholarship examination, and otherwise possess the qualifications for a National scholarship without obtaining one. With these provisions there can be few indeed entitled to special consideration who are deterred from a University course by the question of the cost of classes. On account of Senior National (including Queen's) scholarships and University bursaries there was paid during the year a sum of £1,320, of which £1,010 consisted of fixed scholarship allowances and £310 was in refund or remission of fees.

At the end of 1907 the secondary schools giving free tuition to duly qualified pupils, and receiving grants therefor under section 87 of the Education Act, numbered twenty-six, as against twenty-three for the previous year. The total number of pupils on the roll of these schools was 3,579, and of this total 2,468 (1,335 boys and 1,133 girls), or 70 per cent. of the roll-number, were given free places under the regulations for free places at a mean average cost to the Treasury of £8 13s. 6d. per pupil; the approximate annual rate as determined on the payments for the last term of the year being £21,596. In 1906 the number of such free pupils was 2,435, and the approximate annual rate £21,240, with a mean capitation of £8 17s. 4d. per pupil. In addition, free tuition was given to 245 holders of scholarships or exhibitions granted by these schools, by Boards of Education (in some circumstances), or by endowed secondary schools not coming under the conditions, making the total number of free places held at secondary schools 2,735, as against 2,770 for 1906.

Further, however, in reckoning the amount of free secondary education in the Dominion must be included an almost equal number of pupils in attendance at the secondary classes of district high schools. As shown below, there were on the roll of the secondary departments of these schools 2,452 pupils who had passed through the elementary school course and were in receipt of secondary instruction not differing materially in character from the instruction given in the secondary schools. All but a comparatively small number of these were free pupils within the meaning of the regulations for free places, receiving free tuition at a total cost to the Government in salaries of £19,961, and an average annual cost per pupil enrolled of £8 2s. 10d. There is thus an approximate total of 5,187 pupils receiving free secondary education, exclusive of those holding free places at technical schools.

The number of district high schools in operation at the end of 1907 was 64, as against 61 for 1906, and 59 for 1905. In the secondary departments of these schools the teachers employed, apart from the principals who may or may not have taken part in the secondary instruction, but whose added responsibility is in all cases recognised by some increment of salary, numbered 101, and the number of pupils in attendance was 2,452—an increase of 2 teachers, and a decrease of 142 pupils. In 1905 a very substantial rise in the attendance had to be noted; the present movement in the opposite direction may be attributed to various causes, among which increased facilities for higher education in other directions and somewhat stricter tests of admission have doubtless much to do.

The total annual rate of salaries paid to the teachers of district high schools on the basis of the last quarter of 1907, over and above the amounts payable in respect of ordinary primary schools of similar average, was £20,073, of which a sum of £1,033, payable only to present occupants in virtue of earlier arrangements, is not of the nature of a permanent charge. The remainder, £19,040, represents the present annual cost of secondary education in these schools, and may be compared with the totals of £18,484 for 1906 and £13,854 for 1905. With a further deduction from the amount for 1907 in respect to allowances to principal teachers, under Part VI of the Fourth Schedule to the Act, the average salary of secondary assistants at the close of the year was £167 2s. 7d. The average salary actually paid to secondary assistants at the close of the year was £171 10s. 11d.

The programme followed in the upper departments of district high schools embraces generally a secondary course in English, mathematics (including arithmetic), and science. Where possible, handwork is also included, and in many cases Latin, French, geography, and history are taken up by a greater or less proportion of the pupils. With few exceptions—the secondary departments attached to the training colleges for teachers in the four chief centres, two other schools in Wellington, one in Christchurch, and one in Wanganui—the schools are really rural schools, situated in the smaller boroughs or in townships without any of the features of urban environment, and it is to be hoped that as opportunities occur every effort will be made to adapt the course of study accordingly. In many cases steps in this direction have already been taken, and with the introduction of more teachers on the staff of these schools who have been trained on modern lines a further extension of the work in the direction of agricultural science for agricultural districts, chemistry, or geology and allied knowledge for mining centres, and some branch of handwork to cultivate manual dexterity in all, could be profitably undertaken.

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Nelson	4	9	67	73	140	827 10 0	..	827 10 0
Grey	1	3	16	22	38	355 0 0	60 0 0	415 0 0
Westland	1	3	17	18	35	339 3 4	168 6 8	507 10 0
North Canterbury..	9	22	219	157	376	2,916 19 6	100 0 0	3,016 19 6
South Canterbury..	4	10	66	60	126	1,364 8 0	..	1,364 8 0
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Southland	5	11	65	72	137	1,060 0 0	..	1,060 0 0
Totals for 1907	64	165	1,243	1,209	2,452	19,960 13 10	427 6 8	20,388 0 6
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" 1906	61	160	1,331	1,263	2,594	19,070 7 6	466 9 8	19,536 17 2

The following table (L1) gives the customary information of the attendance at the schools and the staff employed.

The total number of pupils on the rolls of secondary schools in the last term or quarter of the year was 2,528 boys and 1,668 girls, as against 2,528 boys and 1,742 girls at the end of 1906.

TABLE L1.—STAFF, ATTENDANCE, FEES, AND SALARIES AT SECONDARY SCHOOLS.*

Schools.	Staff.		Attendance for Last Term or Quarter of 1907.					Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.	
	Regular.	Part-time.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).		For Ordinary Day-school Course.*	For Board, exclusive of Day-school Tuition.	Regular Staff.	Part-time Teachers.
									£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei High School	3	3	b... g...	22 12	15 18	.. ..	37 30	.. ..	8 8 0	..	485 0 0	76 4 0 &capitat'n.
Auckland Boys' Grammar School	13	1	..	156	186	7	349	..	10 10 0 8 8 0	..	3,861 0 0	50 0 0
Auckland Girls' Grammar School	9	1	..	121	76	..	197	..	10 10 0	..	1,621 0 0	60 0 0
Thames High School ..	3	..	b. 1 g...	27 19	8 15	.. ..	36 34	.. ..	8 8 0	..	650 0 0	..
New Plymouth High School	5	2	b... g...	24 14	23 21	.. ..	47 35	.. ..	6 6 0	..	1,115 0 0	27 10 0
Wanganui Girls' College	11	3	10	60	77	11	158	67	10 10 0 8 8 0	40 0 0	[a]1,775 0 0	230 0 0
†Wanganui Collegiate School	12	1	..	31	139	14	184	144	12 0 0	45 0 0	[b]2,745 0 0	60 0 0
Palmerston North High School	5	4	b... g...	29 16	50 35	1 1	80 52	.. ..	10 0 0	..	[c]1,220 0 0	80 0 0
Wellington Boys' College	13	..	1	91	174	22	288	82	11 17 9	42 0 0	3,110 0 0	..
Wellington Girls' College	9	2	7	53	102	10	172	..	11 17 9 9 11 0	..	1,670 0 0	75 0 0
Napier Boys' High School	7	..	5	49	63	9	126	35	10 4 0	40 0 0	[d]1,432 0 0	..
Napier Girls' High School	6	2	6	35	37	1	79	19	10 4 0	40 0 0	[e]1,020 0 0	45 0 0
Dannevirke High School	2	..	b... g...	11 6	24 14	1 4	36 24	.. ..	10 0 0	..	[f]450 0 0	..
Marlborough High School	4	2	b... g...	15 14	24 30	4 2	43 46	.. ..	8 11 0	..	[g]900 0 0	Capitation.
Nelson Boys' College ..	8	2	4	67	98	11	180	59	10 10 0 8 8 0	40 0 0	[h]1,870 0 0	100 0 0
Nelson Girls' College ..	8	2	5	55	89	5	154	38	10 10 0 8 8 0	40 0 0	[j]1,090 0 0	90 0 0
Christchurch Boys' High School	11	6	13	96	103	15	227	..	10 10 0 7 10 0	..	3,505 0 0	250 0 0 and fees.
Christchurch Girls' High School	9	7	..	100	107	10	217	..	12 12 0 9 9 0	..	1,525 0 0	270 4 0
†Christ's College Grammar School	12	3	36	82	82	14	214	80	14 3 6 11 0 6 7 17 6	45 0 0 42 0 0	[k]3,255 0 0	230 15 0
Rangiora High School ..	3	2	b... g...	22 20	11 9	.. 1	33 30	.. ..	9 9 0	..	614 0 0	9 9 0
Ashburton High School ..	4	..	b... g...	22 21	21 19	.. 1	43 41	.. ..	6 6 0	..	880 0 0	..
Timaru Boys' High School	4	1	..	23	40	3	66	..	9 0 0	..	1,225 0 0	25 0 0
Timaru Girls' High School	4	..	..	18	35	6	59	..	9 0 0	..	810 0 0	..
Waitaki Boys' High School	5	..	3	45	65	9	122	69	7 10 0	49 4 0 42 18 0	1,155 0 0	..
Waitaki Girls' High School	4	2	..	14	41	1	56	..	10 0 0	..	620 0 0	60 0 0
Otago Boys' High School	10	3	..	108	163	6	277	16	10 0 0	43 10 0	[l]2,957 10 0	160 0 0
Otago Girls' High School	9	5	..	59	95	7	161	..	10 0 0	..	[l]1,710 0 0	210 0 0 and fees.
Southland Boys' High School	6	3	..	55	81	4	140	..	10 0 0	..	1,434 0 0	147 1 8
Southland Girls' High School	5	3	..	42	78	3	123	..	10 0 0	..	895 0 0	137 9 3
Totals for 1907 ..	204	60	b.63 g.28	975 679	1370 898	120 63	2,528 1,668	609	..	..	45,599 10 0	2,393 12 11
Totals for 1906 ..	195	54	b.62 g.36	1023 777	1343 862	100 67	2,528 1,742	548	..	..	43,037 0 0	2,278 14 11

* In five cases no secondary school is maintained by the governing body: these are the Gisborne High School, Greymouth High School, Hokitika High School, Akaroa High School, Waimate High School; but in all cases the funds are applied, in whole or in part, to the establishment of scholarships or in aid of local district high schools or other secondary schools.

† Endowed school of secondary education not coming within the definition of section 84 of "The Education Act, 1904."

[a] Six assistants have board. [b] Nine assistants have board. [c] Including £50 house allowance for headmaster. [d] Including £52 house allowance for second master; also headmaster has residence, and two assistant masters have board. [e] Principal has residence. [f] Including £50 house allowance for principal. [g] Headmaster has residence. [h] Headmaster and four assistants have board and residence. [j] Principal and five assistants have board and residence. [k] Headmaster and five assistants have residence. [l] Headmaster has residence.

The balance-sheet (Table L2) shows that the finances of the Boards generally are on a sound basis. The income of the schools for 1907 from school fees, not including fees for boarding, amounted to £20,128; from rents and interest, £29,332; from endowments administered by the School Commissioners, £4,304; from Government payments (irrespective of building grants), £24,948. The principal items of expenditure were—for salaries, £50,038; and for buildings, &c., £38,153. The expenditure under the latter heading again appears as an exceptionally heavy item, exceeding by £3,351 the amount set down for similar purposes in 1906, and pratically doubling that for 1905. Of the amount stated, the contribution from special Government grants during the year was £9,473.

TABLE L2.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1907 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Credit balances on 1st January, 1907 ..	38,236	12	4	Liabilities on 1st January, 1907.. ..	1,593	6	8
Endowment reserves sold and mortgage moneys repaid	1,054	13	4	Expenses of management	3,421	2	1
Rents of reserves	25,731	12	11	School salaries	50,037	16	11
Interest on moneys invested	3,600	8	0	Boarding-school accounts	6,177	13	7
Reserves Commissioners' payments ..	4,304	13	7	Examination expenses..	297	13	1
Government payments—				Scholarships and prizes	2,026	19	0
For technical instruction	1,046	14	3	Printing, stationery, fuel, light, &c. ..	4,127	15	0
For free places	22,945	14	5	Buildings, furniture, insurance, rent, and rates	38,153	2	3
Subsidy on voluntary contributions ..	555	18	6	Expenditure on endowments	2,558	8	0
Grants for buildings, sites, furniture, &c.	9,473	10	11	Interest	1,668	17	11
Statutory grant (Marlborough High School)	400	0	0	Sundries not classified..	13,251	19	4
School fees (tuition)	20,128	3	8	Credit balances, 31st December, 1907 ..	27,729	4	4
Boarding-school fees	7,559	5	3				
Loans for buildings, sites, furniture, &c.	3,700	0	0				
Books, &c., sold, and refunds	586	16	11				
Sundries not classified..	5,938	6	2				
Debit balances, 31st December, 1907 ..	5,781	7	11				
	£151,043	18	2		£151,043	18	2

2. FURTHER DETAILS RELATING TO SECONDARY SCHOOLS.

A. NUMBER OF SCHOLARS HOLDING SCHOLARSHIPS AND FREE PLACES IN SECONDARY SCHOOLS DURING THE LAST TERM, 1907.

(1.) School.	Number of Holders of Free Places.									(11.) Annual Rate of Capitation for the Term.	(12.) Approximate Annual Payment.	Scholarship Holders.		(15.) Scholars receiving Free Tuition but not Holders of Government Free Places.
	Junior.					(7.) Senior.	Totals.					(13.) Included amongst Free-place Holders (Column 10).	(14.) Not also Holders of Free Places.	
	*(2.) Cl. 19.	(3.) Cl. 2(a) and 2(b).	(4.) Cl. 2(c).	(5.) Cl. 2(d).	(6.) Cl. 2(e).		(8.) M.	(9.) F.	(10.) Grand Total					
A. ENDOWED SCHOOLS INCLUDED IN THE EIGHTH SCHEDULE TO THE EDUCATION ACT.														
(i.) *Providing Free Places under Section 87.*										£ s. d.	£			
Whangarei High	..	13	1	23	7	12	29	27	56	10 0 0	560	4	..	..
Auckland Grammar	3	222	15	93	42	85	287	173	460	8 0 0	3,680	88	16	4
Thames High ..	..	2	..	39	4	3	22	26	48	8 10 0	408	..	..	..
New Plymouth High	..	9	..	37	8	10	36	28	64	7 10 0	480	12	..	13
Palmerston North High	..	3	4	51	10	28	55	41	96	10 15 0	1,032	9	..	5
Dannevirke High	..	3	..	26	5	16	29	21	50	10 0 0	500	10	..	10
Napier High ..	..	33	1	53	10	27	70	54	124	7 0 0	868	31	1	3
Wellington Colleges	..	63	3	1	1	7	43	32	75	9 5 0	694	37	32	16
Marlborough High	..	12	..	36	7	20	35	40	75	8 10 0	637	13	2	1
Nelson Colleges ..	1	15	4	106	22	57	102	103	205	10 15 0	2,204	35	11	21
Rangiora High ..	..	1	..	41	8	9	29	30	59	10 15 0	634	2	..	..
Christchurch Girls' High	..	15	..	115	14	35	..	179	179	10 0 0	1,790	28	..	4
Christchurch Boys' High	..	44	1	6	1	41	93	..	93	6 0 0	472	32	..	..
Ashburton High ..	..	10	..	44	7	9	35	35	70	10 15 0	717	7	..	..
Timaru High ..	..	17	..	38	7	41	54	49	103	6 0 0	605	23	..	..
Waitaki High ..	..	11	2	48	8	27	56	40	96	8 10 0	816	11	..	8
Otago High ..	2	45	4	229	11	100	242	149	391	8 0 0	3,128	61	..	1
Southland High ..	..	32	3	119	21	49	118	106	224	10 0 0	2,240	36	..	..
(ii.) *Not providing Free Places under Section 87.*														
Wanganui Girls' College	..	..	..	..	..	..	..	..	..	..	..	..	12	17
B. ENDOWED SCHOOLS NOT INCLUDED IN THE EIGHTH SCHEDULE.														
Wanganui Collegiate School	..	..	..	..	..	..	..	..	..	..	..	..	5	6
Christ's College ..	..	..	..	..	..	..	..	..	..	..	..	..	14	44
Totals ..	6	550	38	1,105	193	576	1,335	1,133	2,468	8 18 1†	£21,465	439	93	158

* Under regulations in force prior to October, 1905. † Mean rate.

B. NET INCOME AND COST PER HEAD OF ROLL.

School.	Number of Pupils in Lower Department.	Total Roll at December, 1907, exclusive of Lower Departments.	Total Net Income from Endowments (Average of Three Years).	Total Expenditure for 1907.		Net Income from Endowments per Head of Roll.	Cost per Head.		
				On Salaries of School Staff.	On Management and Office Expenses.		For Salaries of School Staff.	For Management.	Total.
			£	£	£	£	£	£	£
Whangarei High School ..	..	67	10	520	54	0·15	7·76	0·81	8·57
Auckland Grammar School ..	..	546	1,505	5,793	534	2·76	10·61	0·98	11·59
Thames High School	..	70	210	646	26	3·00	9·23	0·37	9·60
New Plymouth High School ..	..	82	766	1,148	80	9·34	14·00	0·98	14·98
Wanganui Girls' College ..	18	140	..	2,017	217	..	14·41	1·55	15·96
Wanganui Collegiate School ..	..	184	..	3,145	271	..	17·09	1·46	18·55
Palmerston North High School ..	..	132	92	1,800	130	0·70	13·63	0·98	14·61
Wellington College (Boys' and Girls')	28	432	1,233	5,027	243	2·85	11·64	0·56	12·20
Napier High Schools	38	167	1,215	2,184	130	7·28	13·08	0·78	13·86
Dannevirke High Schools ..	..	60	75	438	3	1·25	7·30	0·05	7·35
Marlborough High School ..	..	89	..	898	71	..	10·09	0·80	10·89
Nelson College (Boys' and Girls')	26	308	64	3,322	291	0·21	10·78	0·94	11·72
Rangiora High School	..	63	91	613	17	1·44	9·73	0·27	10·00
Christchurch Boys' High School ..	22	205	2,959	3,788	200	14·43	18·48	0·98	19·46
Christchurch Girls' High School ..	..	217	408	1,985	60	1·88	9·15	0·28	9·43
Christ's College Grammar School	..	214	..	3,445	272	..	16·10	1·27	17·37
Ashburton High School	..	84	59	927	53	0·70	11·04	0·63	11·67
Timaru High Schools	..	125	1,067	2,053	122	8·54	16·42	0·98	17·40
Waitaki High School	13	165	808	1,598	137	4·90	9·69	0·83	10·52
Otago High Schools	..	438	1,908	4,945	272	4·36	11·29	0·62	11·91
Southland High Schools ..	..	263	..	2,600	97	..	9·89	0·37	10·26
Totals for 1907	145	4,051	12,470	48,892	3,280	3·08	12·07	0·81	12·88
Totals for 1906	171	4,099	14,276	45,982	2,958	3·48	11·22	0·72	11·94

C. INCOME OF CERTAIN SECONDARY SCHOOLS FOR THE YEAR 1907.

Schools.	Cr. Balances on 1st Jan., 1907.	From Endowments.				From Government.		School Fees.	Boarding-school Fees.	Stationery and Books sold, and Refunds.	Sundries unclassified.	Dr. Balances, 31st Dec., 1907.	Totals.
		Sales and Mortgage Moneys repaid.	Rents.	Interest on Moneys invested.	Paid by School Commissioners.	For Technical Instruction.	Capitation for Free Places						
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei High School ..	217 15 11	..	70 15 0	..	48 14 0	19 2 6	581 13 4	114 2 0	..	0 11 8	76 0 6	..	1,128 14 11
Auckland Grammar School (Boys' and Girls')	[a]12097 18 10	..	4,822 14 0	..	393 6 0	..	4,025 3 4	859 12 0	..	..	..	..	22,198 14 2
Thames High School ..	85 11 0	..	483 15 4	..	42 12 0	53 17 2	395 11 8	101 10 0	..	..	0 4 0	..	1,163 1 2
New Plymouth High School ..	675 7 8	..	1,043 4 10	11 2 10	300 0 0	..	497 6 8	208 19 0	..	1 7 0	[b]23 8 4	..	2,760 16 4
Wanganui Girls' College ..	1,901 3 10	..	342 16 9	80 0 0	139 8 0	17 7 6	..	2,441 18 8	2,889 2 7	2 1 10	109 11 7	..	7,928 10 9
Wanganui Collegiate School ..	..	..	1,320 16 1	..	..	..	..	2,485 5 0	600 0 0	..	87 9 7	264 5 8	4,757 16 4
Palmerston North High School	376 0 2	..	..	..	162 16 8	170 9 1	1,287 11 1	657 5 11	..	..	[c]613 2 10	..	3,267 5 9
Wellington College	930 9 0	6 12 0	2,393 0 5	31 1 0	497 15 4	29 8 9	578 2 6	4,561 13 8	..	23 14 3	[d]1,970 9 6	..	11,022 6 5
Napier High Schools ..	4,104 3 3	..	1,250 5 0	155 0 0	698 0 0	14 12 6	881 11 8	530 19 6	..	135 17 0	16 11 9	..	7,787 0 8
Dannevirke High School ..	74 0 0	..	..	..	244 0 0	49 12 9	520 9 2	13 6 8	..	0 1 9	[e]2,198 3 11	..	3,099 14 3
Gisborne High School ..	3,418 5 6	..	150 0 0	163 11 3	368 18 6	60 9 6	..	..	..	6 15 3	[f]208 5 0	..	4,371 5 0
Marlborough High School ..	1,069 13 2	..	..	4 11 0	..	14 16 9	768 10 10	95 4 0	..	2 12 0	[g]1,008 6 0	..	2,963 18 9
Nelson College	18 11 10	26 6 10	882 11 0	192 6 4	290 0 0	71 15 0	2,273 12 6	1,585 7 0	4,070 2 8	4 11 2	[h]5,721 0 0	4,762 19 10	19,899 4 2
Greymouth High School ..	1,341 5 7	..	..	63 8 5	50 0 0	..	..	..	..	..	..	..	1,454 14 0
Hokitika High School ..	1,510 15 5	..	24 15 0	59 5 0	100 0 0	..	..	..	..	..	..	..	1,694 15 5
Rangiora High School ..	161 15 9	..	189 6 4	..	..	..	662 18 4	51 19 6	..	..	..	..	1,065 19 11
Christchurch Boys' High School	615 4 7	..	3,578 19 10	20 10 4	..	13 15 0	410 6 8	1,281 8 6	..	..	[i]61 15 4	..	5,982 0 3
Christchurch Girls' High School	..	..	288 7 2	220 15 2	..	45 17 2	1,645 16 8	423 18 6	..	..	[j]3,021 9 1	18 3 6	5,664 7 3
Christ's College Grammar School	..	1,000 0 0	722 15 2	2,241 18 6	..	..	..	3,049 10 6	..	..	214 10 8	..	7,228 14 10
Akaroa High School ..	360 12 7	..	96 10 10	20 4 4	..	..	..	..	..	..	..	..	477 7 9
Ashburton High School ..	..	..	651 11 10	..	..	81 13 0	712 5 10	42 0 0	..	..	75 0 6	785 18 11	2,298 10 1
Timaru High Schools ..	2,186 17 10	..	2,018 2 7	125 0 0	..	65 0 0	696 4 11	201 1 8	..	..	[k]35 11 5	..	5,327 18 5
Waimate High Schools ..	2,480 18 6	..	391 8 2	138 15 7	..	..	..	..	..	1 5 0	..	..	3,012 2 3
Waitaki High Schools ..	614 4 11	21 14 6	1,575 17 7	..	181 18 3	..	844 18 4	470 0 0	..	377 6 0	..	..	4,085 19 7
Otago High Schools ..	761 13 1	..	2,208 18 6	23 19 6	475 5 0	212 11 6	3,751 6 9	565 18 3	..	30 14 0	3,731 15 7	..	11,762 1 8
Southland High Schools ..	3,239 8 11	..	1,225 1 6	48 19 3	311 19 10	126 6 1	2,412 4 2	387 3 4	..	..	[l]895 0 0	..	8,646 3 1
Totals	38,236 12 4	1,054 13 4	25,731 12 11	3,600 8 0	4,304 13 7	1046 14 3	22,945 14 5	20,128 3 8	7,559 5 3	586 16 11	20,067 15 7	5,781 7 11	151,043 18 2

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[a] Including balance (£10,371 0s. 2d.) shown separately last year under "Girls' High School" Account. [b] Including Government grant, £22 8s 4d., for site, building, furniture, &c. [c] Including Government grant, £326 9s. 3d. for site, building, furniture, &c. [d] Including Government grant, £1,250, for site, building, furniture, &c. [e] Including Government grant, £2,169 18s. 10d., for site, buildings, furniture, &c. [f] Including Government grant, £25 15s. 6d., for site, building, furniture, &c. [g] Including Government annual grant, £400, and £102 6s., for site, building, furniture, &c. [h] Including Government grant, £2,500 for sites, building, furniture, &c., and loan, £3,000, for building purposes. [i] Government grant, £61 15s. 4d, for site, building, furniture, &c. [j] Including Government grant, £3,000, for site, building, furniture, &c. [k] Including £700 loan, for building purposes. [l] Including Government grant, £14 17s. 8d., for site, building, furniture, &c.

D. EXPENDITURE OF CERTAIN SECONDARY SCHOOLS FOR THE YEAR 1907.

Schools.	Liabilities on 1st Jan., 1907.	Expense of Boards' Management: Office and Salaries.	School Salaries.	Boarding-school Account.	Examiners' Fees and Expenses.	Scholarships, Exhibitions, Prizes.	Printing, Stationery, Advertising, Cleaning, Fuel, Light, &c.	Land, Buildings, Furniture, Insurance, Rent, Rates.	Expenditure on Endowments.	Interest.	Sundries unclassified.	Cr. Balances, 31st Dec., 1907.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei High School	..	54 5 11	520 4 0	..	..	3 8 3	33 17 10	356 14 11	18 5 3	..	..	141 18 9	1,128 14 11
Auckland Grammar School (Boys' and Girls')	..	534 5 0	5,793 3 11	..	..	79 9 6	306 2 2	5,251 14 6	749 10 1	84 19 9	*6,715 13 0	2,683 16 3	22,198 14 2
Thames High School..	..	26 0 0	645 19 8	..	..	..	65 6 2	218 19 0	44 6 10	..	40 13 3	121 16 3	1,163 1 2
New Plymouth High School	..	79 17 4	1,147 10 0	..	..	25 7 8	93 14 5	698 12 8	6 5 0	..	9 11 6	699 17 9	2,760 16 4
Wanganui Girls' College	..	217 1 8	2,083 7 3	2,441 2 0	1 19 0	73 14 5	87 19 4	1,186 12 6	..	3 14 6	83 0 0	1,745 0 1	7,923 10 9
Wanganui Collegiate School	127 15 1	270 12 11	3,145 8 8	..	47 14 0	49 11 8	244 4 3	747 16 8	..	9 4 3	115 8 10	..	4,757 16 4
Palmerston North High School ..	..	130 8 7	1,800 13 0	..	6 19 0	34 9 0	178 4 6	527 11 9	..	..	124 4 9	464 15 2	3,267 5 9
Wellington College	..	243 0 0	5,336 19 1	..	162 7 4	66 8 10	579 6 9	2,053 0 8	109 19 6	560 11 8	116 3 8	1,794 8 11	11,022 6 5
Napier High Schools..	..	129 18 0	2,391 14 4	..	..	91 17 10	178 19 0	567 10 6	..	..	30 3 4	4,401 17 8	7,787 0 8
Dannevirke High School	..	2 19 10	437 10 0	..	..	6 8 0	34 9 1	2,455 5 2	..	..	0 0 2	163 2 0	3,099 14 8
Gisborne High Schools	..	63 12 5	..	..	..	58 0 0	72 19 4	356 13 3	..	..	115 2 9	3,704 17 3	4,371 5 0
Marlborough High School	..	70 18 9	897 18 4	..	..	47 17 3	73 4 5	1,626 15 4	..	0 3 9	2 4 0	244 11 11	2,968 13 9
Nelson College	..	290 17 7	3,572 5 4	3,625 1 2	8 8 0	403 6 0	397 9 2	10,683 7 5	303 1 1	453 16 1	161 12 4	..	19,899 4 2
Greymouth High School	..	30 10 0	..	..	..	..	..	..	..	..	..	1,424 4 0	1,454 14 0
Hokitika High School	..	18 19 0	..	..	..	..	..	30 8 5	..	..	100 0 0	1,545 8 0	1,694 15 5
Rangiora High School	..	17 8 2	613 9 0	..	..	8 10 0	39 18 5	33 18 5	1 10 0	0 3 6	4 0 5	847 2 0	1,065 19 11
Christchurch Boys' High School ..	..	200 0 0	3,978 5 2	..	10 13 0	45 6 7	156 17 2	363 16 0	144 9 0	200 0 0	186 17 8	695 15 8	5,982 0 3
Christchurch Girls' High School ..	137 0 11	60 0 0	1,984 16 2	50 0 0	11 14 6	98 16 3	69 16 1	3,218 4 6	6 12 0	..	27 6 10	..	5,664 7 3
Christ's College Grammar School ..	315 14 5	271 19 5	3,445 9 2	..	47 18 3	712 16 7	287 16 8	257 12 0	988 17 9	28 4 9	455 13 11	416 11 11	7,228 14 10
Akaroa High School	..	0 12 0	..	..	..	6 10 0	1 17 6	..	20 10 0	..	50 0 0	397 18 3	477 7 9
Ashburton High School	1,012 16 3	53 2 10	927 1 8	..	..	9 10 0	58 0 5	63 18 8	..	63 18 0	110 2 3	..	2,298 10 1
Timaru High Schools	..	122 9 4	2,052 14 10	..	..	75 11 2	162 8 6	1,305 2 3	47 9 11	..	18 10 6	1,543 11 11	5,327 18 5
Waimate High School	..	25 16 8	..	..	..	121 5 0	46 18 2	40 7 9	16 2 10	0 8 6	176 11 0	2,584 12 4	3,012 2 3
Waitaki High Schools	..	137 3 2	1,718 7 1	..	..	8 15 0	137 19 11	628 18 6	81 5 3	..	394 16 0	978 14 8	4,085 19 7
Otago High Schools	..	272 7 6	4,945 4 5	61 10 5	..	..	446 18 5	1,145 10 11	20 3 6	155 5 0	3,539 9 2	1,175 12 4	11,762 1 8
Southland High Schools	..	96 16 0	2,599 15 10	..	..	..	378 7 4	4,334 10 6	..	108 8 2	674 14 0	458 11 3	8,646 3 1
Totals	1,593 6 8	3,421 2 1	50,037 16 11	6,177 13 7	297 13 1	2,026 19 0	4,127 15 0	38,153 2 3	2,558 8 0	1,668 17 11	13,251 19 4	27,729 4 4	151,048 18 2

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* Including £5,000, amount of liability to the Auckland Education Board, extinguished by the operation of "The Auckland Girls' Grammar School Act, 1906."

E. LOWER DEPARTMENTS OF SCHOOLS.

Name of School.	Number of Pupils.	Proportion of Annual Rate of Salary of Teachers. £	s.	d.	Total Fees received for Year. £	s.	d.
Wanganui Girls' College	18	66	13	4	136	10	0
Wellington College (Boys')	22	220	0	0	215	0	0
Wellington College (Girls')	6	89	10	0	46	8	8
Napier High School (Boys')	20	90	2	0	151	9	3
Napier High School (Girls')	18	117	8	0	143	15	0
Nelson College (Boys')	10	160	0	0	98	0	0
Nelson College (Girls')	16	90	0	0	144	18	0
Christchurch Boys' High School	22	190	0	0	190	0	0
Waitaki High School (Boys')	13	120	0	0	98	15	0
Totals	145	1,143	13	4	1,224	15	11

F. LIST OF SECONDARY SCHOOLS INCORPORATED OR ENDOWED.

Name.	Act of Incorporation or Institution.	Remarks.
Whangarei High School	1878, No. 63, Local	Act may be repealed by *Gazette* notice under Act of 1885, No. 30.
Auckland Grammar School	1899, No. 11, Local.	
Auckland Girls' Grammar School	1906, No. 18, Local.	
Thames High School	1878, No. 54, Local.	
New Plymouth High School	1889, No. 2, Local.	
Wanganui Girls' College	1878, No. 42, Local	Board identical with Education Board.
Wanganui Collegiate School	[Nil]	Endowment, Reg. I, fol. 52. See also D.-16, 1866, p. 9.
Palmerston North High School	1904, No. 20, section 88	Scheme of control, *Gazette*, 1904, Vol. i, p. 903.
Wellington College and Girls' High School	1887, No. 17, Local.	
Dannevirke High School	1904, No. 20, section 88	Scheme of control, *Gazette*, 1905, Vol. ii, p. 2, 407.
Napier High Schools	1882, No. 11, Local.	
Gisborne High School	1885, No. 8, Local	Not in operation in 1907.
Marlborough High School	1899, No. 27, Local	Board identical with Education Board.
Nelson College	1858, No. 38, and 1882, No. 15, Local.	
Greymouth High School	1883, No. 21, Local	Not in operation in 1907.
Hokitika High School	1883, No. 7, Local	Not in operation in 1907.
Rangiora High School	1881, No. 15, Local.	
Christchurch Boys' High School	1878, No. 30, Local	Under management of Canterbury College.
Christchurch Girls' High School	[Nil]	Under management of Canterbury College. Endowment, *Gazette*, 1878, Vol. i, p. 131.
Christ's College Grammar School	Canterbury Ordinance, 1855	A department of Christ's College, Canterbury
Akaroa High School	1881, No. 16, Local	Not in operation in 1907.
Ashburton High School	1878, No. 49, Local.	
Timaru High School	1878, No. 26, Local.	
Waimate High School	1883, No. 19, Local	Not in operation in 1907.
Waitaki High School	1878, No. 18, Local.	
Otago Boys' and Girls' High Schools	1877, No. 52, Local.	
Southland Boys' and Girls' High Schools	1877, No. 82, Local.	

3. FURTHER DETAILS RELATING TO SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

STAFF AND PUPILS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AT 31ST DECEMBER, 1907.

NOTE.—In the column for "Position on Staff," (4), "M" and "F" distinguish Sex, "H" means Head of a School, and "A" Assistant in the Secondary Department.

1	2	3	4	Annual Rates of Salary paid by Government at 31st December, 1907.			Number of Pupils.		
School.	Name of Teacher.	Classification or Degree.	Position on Staff.	5 Under Part VI of the 4th Schedule.	6 Additions to Salary under Sections 11 and 15 of the Amendment Act, 1905.	7 Total.	8 M.	9 F.	10 Total.
Auckland—				£	£ s. d.	£ s. d.			
Aratapu	Hockin, Harry	D1	H.M.	20	10 0 0	30 0 0	13	13	26
	Lewis, Percy G.	D3	A.M.	150	30 0 0	180 0 0	..	..	..
Cambridge	Walker, William R. C.	B.A., B1	H.M.	40	..	40 0 0	19	20	39
	Shanahan, Edward W.	B.A., B4	A.M.	190	..	190 0 0	..	..	..
	McElwain, Olive N.	D3	A.F.	125	..	125 0 0	..	..	..
Coromandel	Tanner, Thomas B.	D1	H.M.	20	..	20 0 0	15	10	25
	Gatland, Alfred H.	D2	A.M.	150	..	150 0 0	..	..	..
Hamilton West	Worsley, William H.	D1	H.M.	40	..	40 0 0	33	29	62
	Wilson, Ebenezer	M.A., A2	A.M.	190	..	190 0 0	..	..	..
	Robertson, May B.	B.A.	A.F.	125	..	125 0 0	..	..	..
Normal	Cousins, Herbert G.	M.A., A1	H.M.	40	..	40 0 0*	7	25	32
	Shrewsbury, Elsie	M.A., A1	A.F.	200	..	200 0 0	..	..	..
Onehunga	McIntosh, William N.	D1	H.M.	50	5 0 0	55 0 0	41	45	86
	Kenny, Arthur A.	D2	A.M.	220	..	220 0 0	..	..	..
	Patterson, Florence I.	M.A., Lic.	A.F.	165	..	165 0 0	..	..	..
	Mo ro, Agnes S.	Lic.	A.F.	135	..	135 0 0	..	..	..
Paeroa	Murphy, Francis	C1	H.M.	40	..	40 0 0	19	14	33
	Meredith, Charles	C2	A.M.	190	..	190 0 0	..	..	..
	Algie, Ronald M.	..	A.M.	125	..	125 0 0	..	..	..
Pukekohe West	Flavell, Dennis R.	D1	H.M.	30	..	30 0 0	20	10	30
	Roberts, William P.	D2	A.M.	180	..	180 0 0	..	..	..
Tauranga†	Semadeni, Casper A.	C1	H.M.	30	..	30 0 0	10	15	25
	Dromgool, James C.	B.Sc., A3	A.M.	180	..	180 0 0	..	..	..
Waihi	B nge, Alfred	D1	H.M.	30	..	30 0 0	14	7	21
	Stewart, Alexander A.	..	A.M.	180	..	180 0 0	..	..	..
Taranaki—									
Stratford	Tyrer, Florence A. R.	D1	H.M.	50	..	50 0 0	64	29	93
	Gatland, Arthur R.	B.A.	A.M.	220	..	220 0 0	..	..	..
	Webb, Mary	M.A.	A.F.	165	..	165 0 0	..	..	..
	Bowler, Frederic C.	..	A.M.	135	..	135 0 0	..	..	..
Wanganui—									
Eltham	Thomas, Taliesin	D1	H.M.	20	10 0 0	30 0 0	7	6	13
	Lynch, Eva M. B.	M.A.	A.F.	150	..	150 0 0	..	..	..
Feilding	Hill, John D. C.	C1	H.M.	40	..	40 0 0	20	19	39
	Amos, William H. N.	C2	A.M.	190	..	190 0 0	..	..	..
	Wyatt, Gladys M.	C5	A.F.	125	..	125 0 0	..	..	..
Hawera	Strack, Conrad A.	D1	H.M.	40	..	40 0 0	22	26	48
	Niven, James	M.A., M.Sc., A2	A.M.	190	10 0 0	200 0 0	..	..	..
	Poynter, Zoe E.	M.A., B3	A.F.	125	..	125 0 0	..	..	..
Marton	Mossman, Edwin	C1	H.M.	30	10 0 0	40 0 0	17	13	30
	Wilkes, Frederick J.	M.A., B3	A.M.	180	20 0 0	200 0 0	..	..	..
Patea‡	O'Dea, Patrick	M.A., LL.B., A1	H.M.	30	..	30 0 0	16	8	24
	Martin, Frederick W.	C4	A.M.	180	..	180 0 0	..	..	..
Wanganui	Aitken, James	B.A., B1	H.M.	45	..	45 0 0	28	16	44
	Rutherford, John R.	M.A., A1	A.M.	200	..	200 0 0	..	..	..
	Blair, Jeanie G.	B.A., B2	A.F.	135	..	135 0 0	..	..	..
Wellington—									
Carterton	Burns, Andrew N.	B.A., B1	H.M.	40	..	40 0 0	26	28	54
	Talbot, Arthur E.	M.A., D2	A.M.	190	..	190 0 0	..	..	..
	Scott, Florence	B.A.	A.F.	125	..	125 0 0	..	..	..
Greytown	Charters, Alexander B.	B.A., B1	H.M.	30	..	30 0 0	13	15	28
	Cromie, George	B.A., B2	A.M.	180	20 0 0	200 0 0	..	..	..
Hutt	Yeats, Duncan M.	D1	H.M.	40	..	40 0 0	14	29	43
	Lyne, Christopher J.	B.A., B3	A.M.	190	..	190 0 0	..	..	..
	Livingstone, Fanny R.	M.A.	A.F.	125	..	125 0 0	..	..	..
Levin	McIntyre, James	D1	H.M.	40	..	40 0 0	16	11	27
	Harding, Albert J.	C3	A.M.	190	..	190 0 0	..	..	..
Masterton	Jackson, William H.	D1	H.M.	50	..	50 0 0	44	48	92
	Bee, John G.	M.A., A1	A.M.	220	..	220 0 0	..	..	..
	Williams, Ethel	B.A., B2	A.F.	165	..	165 0 0	..	..	..
	McLandress, Isabella	M.A., B2	A.F.	135	..	135 0 0	..	..	..
Newtown	Parkinson, Henry A.	M.A., B1	H.M.	50	..	50 0 0	25	27	52
	Low, Benjamin H.	B.A., B1	A.M.	220	..	220 0 0	..	..	..
	Rowley, Elizabeth M.	M.A., A1	A.F.	165	..	165 0 0	..	..	..
	Rigg, Maude M.	M.A., M.Sc.	A.F.	135	..	135 0 0	..	..	..
Normal	Webb, James C.	B.A., B1	H.M.	40	..	40 0 0*	7	17	24
	Caughley, John	M.A., B1	A.M.	280	..	280 0 0	..	..	..
Pahiatua	Thomas, Joseph	C1	H.M.	40	..	40 0 0	10	24	34
	Wedde, Elizabeth F.	B.A., B3	A.F.	190	..	190 0 0	..	..	..
	Avery, Rose E.	B.A., B3	A.F.	125	..	125 0 0	..	..	..

* Amount included also in Table No. 8, E-1. † Secondary department opened 1st October, 1907. ‡ Secondary department opened 1st March, 1907.

Staff and Pupils of Secondary Departments of District High Schools at 31st December, 1907—*contd.*

1	2	3	4	Annual Rates of Salary paid by Government at 31st December, 1907.			Number of Pupils.		
School.	Name of Teacher.	Classification or Degree	Position on Staff.	5 Under Part VI of the 4th Schedule.	6 Addition to Salary under Sections 11 and 15 of the Amendment Act, 1906.	7 Total.	8 M.	9 F.	10 Total.
				£	£ s. d.	£ s. d.			
Wellington—*continued.*									
Petone	Horne, James ..	D1	H.M.	50	.	50 0 0	40	48	88
	Lynskey, James ..	C1	A.M.	220	20 0 0	240 0 0	..	..	..
	Myers, Phœbe ..	B.A., B2	A.F.	165	..	165 0 0	..	..	..
	Ross, Christina M.	B.A.	A.F.	135	..	135 0 0	..	..	..
Terrace	MacMorran, George	D1	H.M.	50	..	50 0 0	31	32	63
	King, Eustace ..	M.A., B.Sc., B1	A.M.	220	20 0 0	240 0 0	..	..	..
	Wilson, Marion K.	M.A., A2	A.F.	165	..	165 0 0	..	..	..
	Roberts, Florence G.	B.A., C2	A.F.	135	..	135 0 0	..	..	..
Hawke's Bay—									
Gisborne	Rowley, Francis J.	B.A., B1	H.M.	40	..	40 0 0	13	12	25
	Kinder, John ..	B.A., B2	A.M.	190	..	190 0 0	..	..	..
	Gow, Harriet ..	M.A., A3	A.F.	125	..	125 0 0	..	..	..
Hastings	Pegler, Leonard F.	B.A., B1	H.M.	45	..	45 0 0	13	20	33
	Stephens, Thomas J. O.	..	A.M.	200	..	200 0 0	..	..	..
	Hodgson, Ruth J.	C3	A.F.	135	..	135 0 0	..	..	..
Woodville	Stevenson, Andrew	D1	H.M.	20	10 0 0	30 0 0	4	12	16
	Keane, Jeremiah P.	Lic.	A.M.	150	..	150 0 0	..	..	..
Nelson—									
Motueka	Harris, Thomas A.	M.A., LL.B., A1	H.M.	20	..	20 0 0	11	7	18
	Stoddart, Frances	B.A., B2	A.F.	150	..	150 0 0	..	..	..
Reefton	Harkness, James H.	B.A., B1	H.M.	20	..	20 0 0	14	10	24
	Slowey, Anastasia I.	M.A.	A.F.	150	..	150 0 0	..	..	..
Takaka Lower‡ ..	Boyes, William H.	D1	H.M.	20	..	20 0 0	11	19	30
	Ainsworth, Emma F.	B.A., B2	A.F.	150	..	150 0 0	..	..	..
Westport	Neve, Frederick ..	M.A., B1	H.M.	40	..	40 0 0	31	37	68
	Gifford, Arthur J.	M.A., A1	A.M.	190	35 0 0	225 0 0	..	..	..
	McElwee, Marion E.	D3	A.F.	125	..	125 0 0	..	..	..
Grey—									
Greymouth ..	Adams, Allan A. ..	D1	H.M.	40	..	40 0 0	16	22	38
	Wood, Robert T. ..	B.A., LL.B., B1	A.M.	190	..	190 0 0	..	..	..
	Thompson, Marion	D2	A.F.	125	..	125 0 0	..	..	..
Westland—									
Hokitika	Wake, Hugh G. ..	B.A., B1	H.M.	40	..	40 0 0	17	18	35
	Williams, Henry ..	C1	A.M.	190	..	190 0 0	..	..	..
	Olliver, Margaret, F. L.	M.A., M.Sc.	A.F.	125	..	125 0 0	..	..	..
North Canterbury—									
Akaroa	Hall, Charles ..	C2	H.M.	30	..	30 0 0	15	11	26
	Gray, Alexander ..	B.A., A1	A.M.	180	..	180 0 0	..	..	..
Amberley .. .	Anderson, John ..	C1	H.M.	20	..	20 0 0	8	9	17
	Hardey, Mary I. ..	C4	A.F.	150	..	150 0 0	..	..	..
Christchurch West	Hardie, Charles D.	B.A., B1	H.M.	60	..	60 0 0	116	65	181
	Waller, Francis D.	B.A., B1	A.M.	240	75 19 4	315 19 4	..	..	..
	Hansard, George A.	C4	A.M.	190	..	190 0 0	..	..	..
	Wilkinson, Maria L.	B.A.	A.F.	165	..	165 0 0	..	..	..
	Malcolm, Thornton G.	C1	A.M.	150	61 0 0	211 0 0	..	..	..
	Hassall, Edith G. ..	B.A., B5	A.F.	135	..	135 0 0	..	..	..
Darfield	Penlington, Benjamin	C1	H.M.	20	..	20 0 0	9	16	25
	Williams, Florence W. A.	C4	A.F.	150	..	150 0 0	..	..	..
Kaiapoi	Bean, William D.	C1	H.M.	30	..	30 0 0	17	11	28
	Mayne, Arthur J. ..	M.A., B2	A.M.	180	..	180 0 0	..	..	..
Lincoln	Cookson, Arthur ..	D1	H.M.	20	..	20 0 0	8	13	21
	Gibson, Glorianna F.	M.A.	A.F.	150	..	150 0 0	..	..	..
Lyttelton	Just, Emile U. ..	D1	H.M.	30	15 0 0	45 0 0	14	8	22
	Burley, William E.	B.A., B2	A.M.	180	55 6 0	235 6 0	..	..	..
Normal	Aschman, Christopher T.	C1	H.M.	40	..	40 0 0*	12	6	18
	McIlraith, James, W.	M.A., LL.B.	A.M.	275	..	275 0 0	..	..	..
Southbridge ..	Gates, Thomas A.	D1	H.M.	30	10 0 0	40 0 0	20	18	38
	Glanville, Gertrude M.	C1	A.F.	180	..	180 0 0	..	..	..
South Canterbury—									
Geraldine	Montgomery, John R.	M.A., B1	H.M.	20	..	20 0 0	5	5	10
	King, Esther A. ..	M.A., A4	A.F.	150	..	150 0 0	..	..	..
Pleasant Point ..	Thomas, William	M.A., B1	H.M.	30	..	30 0 0	11	14	25
	Irwin, Major George	D2	A.M.	180	..	180 0 0	..	..	..
Temuka	McLeod, Murdoch	B.A., B1	H.M.	40	47 1 0	87 1 0	20	13	33
	McCaskill, Donald	B.A., B1	A.M.	190	35 5 0	225 5 0	..	..	..
	Reid, Jessie B. ..	B.A., B3	A.F.	125	..	125 0 0	..	..	..
Waimate	Pitcaithly, George	B.A., B1	H.M.	45	135 18 8	180 18 8	30	28	58
	Laing, Thomas M. M.	B.A., B2	A.M.	200	31 3 4	231 3 4	..	..	..
	Foweraker, Charles E.	C4	A.M.	135	..	135 0 0	..	..	..
Otago—									
Balclutha	McElrea, William	B.E., B1	H.M.	40	23 5 6	63 5 6	28	13	41
	Munro, William F. J.	M.A., B3	A.M.	190	..	190 0 0	..	..	..
	Dare, Olive J. M. ..	C3	A.F.	125	..	125 0 0	..	..	..
	Allan, Mary K. ..	E1	†	..	13 9 6	13 9 6†	..	..	..
Hampden	Patterson, Thomas A.	M.A., B1	H.M.	20	..	20 0 0	6	4	10
	Harrison, Charlotte G.	B.A.	A.F.	150	..	150 0 0	..	..	..
Lawrence	Stenhouse, John	C1	H.M.	45	107 2 0	152 2 0	46	27	73
	Strachan, James E.	M.A., B2	A.M.	200	..	200 0 0	..	..	..
	Paterson, Janet ..	M.A., B1	A.F.	135	..	135 0 0	..	..	..
	Darton, Henry L.	D1	†	..	81 6 6	81 6 6†	..	..	..
	Fowler, Jane B.	E1	†	..	88 3 6	88 3 6†	..	..	..

* Amount included also in Table No. 8, E.-1.

† Assistants on he primary staffs who receive additions to salary under section 88 (*e*) of the Act.

‡ Secondary department opened 1st July, 1907.

Staff and Pupils of Secondary Departments of District High Schools at 31st December, 1907—*contd.*

1	2	3	4	Annual Rates of Salary paid by Government at 31st December, 1907.			Number of Pupils.		
School.	Name of Teacher.	Classification or Degree.	Position on Staff.	5 Under Part VI of the 4th Schedule.	6 Additions to Salary under Sections 11 and 15 of the Amendment Act, 1905.	7 Total.	8 M.	9 F.	10 Total
				£	£ s. d.	£ s. d.			
Otago—*continued.*									
Mosgiel	Pinder, Edward ..	M.A., A1	H.M.	30	6 19 0	36 19 0	18	22	40
	Urquhart, Henry R. ..	C3	A.M.	180	..	180 0 0	..	..	..
Naseby	Malcolm, James P. F. ..	D1	H.M.	20	..	20 0 0	4	9	13
	Robertson, Thomas G. ..	..	A.M.	150	..	150 0 0	..	..	..
Normal	Marshall, Angus	B.A., B1	H M.	40	..	40 0 0*	24	38	62
	Hardy, James W. ..	C1	A.M.	200	..	200 0 0	..	..	..
	McArthur, Grace C. .	C1	A.F.	135	..	135 0 0	..	..	..
Palmerston ..	Ferguson, Daniel ..	M.A., B1	H M.	20	..	20 0 0	10	15	25
	Cox, Annie	M.A., A5	A.F.	150	..	150 0 0	..	..	..
Port Chalmers ..	Rennie, James	B.A., B.Sc., B1	H.M.	30	8 18 0	38 18 0	12	18	30
	Rodger, William	C2	A.M.	180	..	180 0 0	..	..	..
	Gray, James H.	B.A., B1	†	..	24 10 0	24 10 0†	..	..	..
	Orkney, Eva M.	C1	†	..	11 0 0	11 0 0†	..		..
Tapanui	Stewart, John N. ..	C1	H.M.	30	..	30 0 0	7	12	19
	Campbell, Eliza	M.A., A3	A.F.	180	..	180 0 0	..	..	..
Tokomairiro ..	Graham, Walter B. ..	C1	H M.	40	..	40 0 0	17	21	38
	Ferguson, Albert J. ..	M.A., B2	A.M.	190	..	190 0 0	..	..	..
	Beckingsale, Lucy ..	B.A., D3	A.F.	125	..	125 0 0	..	..	..
	McLaren, Mary	E1	†	..	13 18 0	13 18 0†	..	..	..
Southland—									
Arrow	Orr, James	D1	H.M.	20	..	20 0 0	6	12	18
	Mehaffey, Maurice W. ..	..	A.M.	150	..	150 0 0	..	..	..
Gore	Golding, Jonathan ..	B.A., B1	H.M.	40	5 0 0	45 0 0	49	26	75
	Brunton, John	M.A., B2	A.M.	190	22 10 0	212 10 0	..	..	..
	Sinclair, Agnes	C3	A.F.	125	10 0 0	135 0 0	..	..	..
Lumsden	Clark, William H. ..	B.A., B1	H.M.	20	..	20 0 0	2	10	12
	McGibbon, Eva J. ..	D4	A.F.	150	..	150 0 0	..	..	..
Riverton	Hewat, Ebenezer C. ..	B.A , B1	H.M.	20	..	20 0 0	6	12	18
	Wild, Cyril T.	B.A., B4	A.M.	150	..	150 0 0	..	..	..
Winton	Hutchinson, James B. ..	C1	H.M.	20	..	20 0 0	2	12	14
	Budd, Alice M.	M.A.	A.F.	150	..	150 0 0	..	..	..
				19,040	1,032 15 4	20,072 15 4	1,243	1,209	2,452

* Amount included also in Table No. 8, E-1.   † Assistants on the primary staffs who receive additions to salary under section 82 (*e*) of the Act.

4. REPORTS OF GOVERNING BODIES.

WHANGAREI HIGH SCHOOL.

Staff.

Mr. Roger Lupton, Mr. H. G. Smith, Miss A. M. L. Woolley, Miss E. Blumhardt, Mr. D. Grant, and Miss Walldey.

1. Work of the Highest and Lowest Classes.

Highest.—English—Nesfield, English, Past and Present; Shakespeare, Henry V; selections from Chaucer and Spenser; essays. Latin—Allcroft's Latin Prose Composition; Horace, Odes, I; Cicero, selections; Ovid, Tristia. French—Weekley's Prose Exercises; Tartarin de Tarascon; Monte Cristo. Mathematics—Hall and Stevens's Geometry, as for Junior University Scholarship; Hall and Knight's Trigonometry and Algebra; Mechanics, Bryan and Briggs. Science—Heat, Stewart's; Physiology, Shore and Foster. Geography—Commercial, syllabus for Senior Civil Service.

Lowest.—English—Nesfield's English Grammar and Composition, Parts I and II, Temple Reader; Ancient Mariner; Mort d'Arthur; dictation and essays. History—General introduction; The English as a Colonising Nation. Latin—Ora Maritima. French—Siepmann's First Year. Mathematics—Arithmetic, general revision; algebra, Hall and Knight, to simultaneous equations; geometry, Baker and Bourne, Book 1. Physiology—Murché's Elementary. Book-keeping—Thornton's First Lessons. Drawing—Freehand; brush, from nature; plane and solid geometry. Manual—First year's woodwork; City and Guilds' syllabus (boys); cookery (girls).

2. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year .. £217 15 11				Management—			
Plus amount paid in excess, teachers' salaries and allowances 0 11 8				Office salary	51	12	9
	218	7	7	Other office expenses	2	3	2
Government capitation—				Other expenses of management	0	10	0
For free places	581	13	4	Teachers' salaries and allowances	520	15	8
For Manual and Technical Instruction Regulations	19	2	6	Prizes	8	8	3
Subsidy on voluntary contributions	56	18	6	Material for classes	0	14	9
Current income from reserves	70	15	0	Printing, stationery, and advertising	18	19	10
Paid by School Commissioners	47	14	0	Cleaning, fuel, light, &c.	14	18	0
School fees	114	2	0	Purchases and new works	222	19	1
Voluntary contribution for general purposes of the school	19	2	0	Fencing, repairs, &c.	87	10	6
				Miscellaneous (rates, &c.)	44	10	7
				Endowments—			
				Site	16	0	0
				Miscellaneous (surveys, &c.)	2	5	3
				Balance at end of year	141	7	1
	£1,127	14	11		£1,127	14	11

J. M. Killen, Chairman.
J. McKinnon, Secretary.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

AUCKLAND GRAMMAR SCHOOL.

Staff.

Boys' School.—Mr. J. W. Tibbs, M.A.; Mr. J. H. Turner, M.A.; Mr. H. J. D. Mahon, B.A.; Mr. F. M. A. Heaton, B.Sc.; Mr. J. F. Sloman, B.A.; Mr. J. G. Trevithick, M.A.; Mr. J. Drummond, M.A.; Rev. J. K. Davis, M.A.; Mr. P. Drummond, B.A.; Mr. J. D. Dinneen, B.A.; Mr. F. W. Gamble, M.A.; Mr. W. J. Martyn, M.A.; Mr. E. Caradus, B.Sc.; Mr. F. Potter.

Girls' School.—Miss A. W. Whitelaw, M.A.; Miss E. G. Wallace; Miss A. C. Morrison, M.A.; Miss W. Picken, M.A.; Miss F. E. Macdonald, B.A.; Miss F. V. J. Jacobsen, M.A.; Miss E. M. Griffin, M.A.; Miss B. Blades; Miss M. A. Dive, B.A.; Mr. Kenneth Watkins.

1. Report of the Board of Governors.

The School.—At the beginning of the year there were 389 boys and 233 girls in the two schools, of whom 324 boys and 207 girls held free places under the regulations, and for whose tuition the Government paid at the rate of £8 10s. capitation for the first and £8 for each of the second and third terms. The Board has been compelled to continue to rent St. Paul's Schoolroom for another year to accommodate about half the girls, and will continue to do so until the completion of the new Girls' Grammar School in Howe Street, on the erection of which there has been spent up to the 31st December, 1907, £4,905 15s. 6d. The delay in the erection has been caused by the bad weather up to October preventing the brickmakers from making the red bricks. The Hon. the Minister of Education kindly came from Wellington and laid the memorial stone on the 4th December, 1907.

The headmistress, Miss A. W. Whitelaw, M.A., of whom mention was made in the report last year, arrived in Auckland from England on the 4th January, 1907.

Distinctions.—Seven pupils of the boys' school gained scholarships at the examination of the University of New Zealand held in December, 1907. Four others passed the examination with credit, and thirty-one boys passed matriculation. Thirty-seven passed the Civil Service Junior Examination with distinction, and eighty-three boys qualified for senior free places, of whom ten gained Auckland Education Board Senior Scholarships.

The following distinctions were won outside the Dominion by former pupils of the school: H. R. Climie graduated B.Sc. in engineering at Glasgow, winning the the George Harvey and Walker prizes; N. H. Prior, M.B. and Ch.B., and W. C. W. McDowell, M.D., with distinction at Edinburgh; R. C. Maclaurin was appointed to the professorship of mathematics in the University of Columbia.

At the University of New Zealand the following degrees were taken by former pupils: B.A., A. F. Howarth, H. B. Hughes, H. Davies; B.Sc., D. E. Hansen, S. N. Ziman; LL.B., J. Stanton, W. H. Woodward, R. L. Ziman; M.Sc., G. B. Stephenson; LL.M., L. T. Pickmere; B.E., H. Benjamin. The Senior Scholarships for Pure and Applied Mathematics were won by S. N. Ziman.

Lack of room and conveniences have made it quite impossible to include in the girls' school course much that is very desirable in a curriculum suitable for girls, and throughout the year the classes have of necessity been too large. Limited accommodation has considerably hampered the work of the girls' school. In spite of these drawbacks the year's work has been most successful as far as success can be measured by examination-results. For the Junior University Scholarship Examination two entered, and one gained a Senior National Scholarship; for matriculation, twenty-two entered, and twenty-one passed; for Junior Civil Service, twenty-seven entered and twenty-five passed, twenty-three obtaining credit; sixty-seven qualified on the examination for senior free places. At the Senior District Scholarship Examination four gained scholarships, and twelve others qualified for a senior free place.

Several of the girls from the school competed for and gained prizes given by the Auckland French Club, on the results of the oral examination conducted by it.

In July the Board appointed Miss F. E. Macdonald, B.A., Sydney, as classical mistress. Miss Macdonald is an old pupil of the school.

The usual distribution of prizes was made at the Choral Hall on the 19th December, 1907, by Lady Plunket to the girls, and by His Excellency Lord Plunket, the Governor, to the boys. Forty prizes were won by the girls, sixty by the boys; their total cost was some £60. Two prizes have again been given by Mr. J. P. Hooton for English essays, and one by Mr. P. M. Mackay, J.P., for chemistry.

G. Maurice O'Rorke, M.A., LL.D., Chairman.

2. Work of the Highest and Lowest Classes.

Highest—Boys' School: English—Nesfield, English, Past and Present; Milton, Paradise Lost, I and II; Essays from Addison (Fowler); Shakespeare, Twelfth Night; selections from Chaucer. Latin—Virgil, Georgics, III and IV; Livy, II; Horace, Odes, II; Pliny, Select Letters. French—Wall's Concise French Grammar; Rey's French Composition; Tartarin de Tarascon; Quatre-vingt-treize; Poèmes Choisis (Arnold). Mathematics—Baker and Bourne's Geometry; Todhunter and Loney's Algebra; Hall and Knight's Trigonometry; Ward's Trigonometry Exercises. Science—Roscoe and Harden's Chemistry; Tilden's Practical Chemistry; Glazebrook's Heat. *Girls' School:* English—Literature—Twelfth Night, Macaulay's Clive, Henry V, Chaucer's Prologue, Selections from Gibbon, Boswell's Life of Johnson; Grammar and Composition—Nesfield, Past and Present. Latin—Cicero, Pro Figario; Virgil, Georgics, Book IV; Livy, Book II; Postgate's New Latin Primer; North and Hillard's Prose; Wilkin's Roman Antiquities; Shuckburgh's History of Rome. French — Contes Choisies, Coppée; Tartarin de Tarascon, Daudet; Rey's French Composition; Wall's Concise French Grammar. Botany—Scott's Flowering Plants and Flowerless Plants; Groom's Botany. Mathematics—Geometry, Baker and Bourne; algebra, Todhunter and Loney; arithmetic, The School Arithmetic (Workman); trigonometry, Borchardt; mechanics, Jessop.

Lowest.—Boys' School: English—Nesfield's Outlines of English Grammar; The Temple Reader; Longfellow, Evangeline. Latin—Macmillan's Shorter Latin Course, Part I; Postgate's Shilling Primer; Invasion of Britain. French—Macmillan's French Course, First Year; Javau, Elementary French Reading-book. Mathematics—Greville and Loney's Shilling Arithmetic; Longmans' Junior School Algebra; Baker and Bourne's Geometry. Geography — Longmans' Geography, Book II, The World. *Girls' School:* English—The Temple Reader; The Ancient Mariner (Coleridge); Lays of Ancient Rome (Macaulay); Nesfield's Outlines; Arabella Buckley, to end of Tudor Period. Latin—Scalæ Primæ, Macmillan, Part I; Postgate's First Latin Primer. French—Macmillan, Part I; Bébé, Mrs. Frazer. Mathematics—Arithmetic, Loney and Greville; algebra, Longmans' Algebra; geometry, Baker and Bourne. Botany—General descriptions of plants, flowers, and simple physiology.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	1,726	18	8
Government capitation for free places	4,025	3	4
Current income from reserves	4,822	14	0
Paid by School Commissioners	393	6	0
School fees	859	12	0
Other receipts—Balance of Auckland Girls' School taken over from Auckland Education Board	10,370	15	2
	£22,198	9	2

Expenditure.				£	s.	d.
Secretary's expenses				164	0	0
Office expenses				62	5	1
Commission, &c., to collector				305	17	7
Teachers' salaries and allowances—						
Masters				4,139	9	8
Mistresses				1,653	14	3
Election expenses				2	2	4
School requisites				90	7	11
Legal expenses				12	5	0
Prizes				79	9	6
Printing, stationery, and advertising				39	7	0
Cleaning, fuel, light, &c.—						
School				51	1	2
Property				18	4	6
Books and stationery for sale to pupils, and other temporary advances—						
Boys				112	0	0
Girls				64	8	0
Insurance—						
School				22	17	8
Property				72	13	3
Girls' school building				4,905	15	6
Girls' school requisites				88	2	9
Girls' school rents				50	0	0
Gas, cleaning, &c.				21	1	6
Fencing, repairs, &c.—						
School				112	15	2
Property				312	15	0
Miscellaneous (rates, &c.)—property				338	12	4
Part payment of loan to Diocesan Pension Board				1,600	0	0
Interest on current account				8	4	9
Interest on loans				76	15	0
Boy and girls' school building photos				6	6	0
Swimming sports—						
Boys				3	0	0
Girls				2	0	0
Cricket coach				20	0	0
Athletic sports—						
Boys				17	0	0
Girls				3	0	0
Invitation sports cards				1	2	0
Cricket wickets				3	0	0
Passage-money to London				60	0	0
Amount of liability to the Auckland Education Board extinguished by the operation of "The Auckland Girls' Grammar School Act, 1906"				5,000	0	0
Balance debentures	£5,000	0	0			
Current account	370	15	2			
	5,370	15	2			
Less overdraft	2,686	18	11			
Balance at end of year				2,683	16	3
				£22,198	9	2

W. Wallace Kidd, Secretary.

THAMES HIGH SCHOOL.

Staff.

Mr. N. A. Winter, B.A.; Mr. R. J. Thompson, B.A.; Miss M. R. Foy.

1. Work of the Highest and Lowest Classes.

Highest.—English—Shakespeare's Henry V, and Merchant of Venice; Nesfield's Manual of English Grammar and Composition. French—Le Tour du Monde; The Hidden Treasure; Le Petit Français (Whitcombe and Tombs); French Composition and Conversation. Latin—Principia Latina, Part II; Cæsar's Gallic War, Book I. Arithmetic—Lock; general. Geometry—Hall and Stevens's Geometry, Parts I–IV. Algebra—Hall and Knight, to page 231. Chemistry—Theoretical and practical, according to matriculation and Junior Civil Service requirements. History—The outlines of English history in a series of weekly lectures; civics at intervals and incidentally.

Lowest.—English—Merchant of Venice; Nesfield's Manual of Grammar and Composition. Latin—First Latin Course (Cook), to section 17. French—Dent's First French Book, to lesson 37. Arithmetic—General (Pendlebury's Arithmetic). Algebra—Baker and Bourne, to simple equations. Geometry—Hall and Stevens, Part I.

2. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	85	11	0
Government capitation—			
For free places	395	11	8
Under Manual and Technical Instruction Regulations	53	17	2
Current income from reserves	361	18	7
Paid by School Commissioners	42	12	0
School fees	101	10	0
Goldfields revenue	121	16	9
Miscellaneous	0	4	0
	£1,163	1	2

Expenditure.	£	s.	d.
Management—			
Office salary	20	0	0
Other expenses of management	6	0	0
Teachers' salaries and allowances	645	19	8
Printing, stationery, and advertising	11	16	0
Cleaning, fuel, light, &c.	27	9	4
Government grants for site, buildings, furniture, &c.	8	12	1
Purchases and new works	134	12	0
Fencing, repairs, &c.	72	5	9
Miscellaneous (rates, &c.) and insurance	8	9	2
Refund capitation technical classes	38	16	3
Management of endowments, &c.	44	6	10
Other expenditure—			
School requisites	26	0	10
Legal expenses	1	1	0
Miscellaneous	0	16	0
Balance at end of year	121	16	3
	£1,163	1	2

ARCH. BURNS, Chairman.
JAS. KERNICK, Secretary.

Examined and found correct, except that a Government grant of £750 towards the erection of High School buildings has unlawfully be charged with interest on a loan of £700.—J. K. WARBURTON, Controller and Auditor-General.

NEW PLYMOUTH HIGH SCHOOL.

Staff.

Mr. E. Pridham, M.A.; Miss C. D. Grant, M.A.; Miss G. A. Drew, M.A.; Mr. H. H. Ward; Mr. E. Jardine.

1. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Latin—Cæsar, Book I (Brown, Victoria College edition), chapters 43–54; Book II, chapters 1–17: composition, exercises 1–27: Livy, Book VI, chapters 1–12; exercises 1–12 on same: Via Latina, the whole: Continuous Unseen Prose: Latin Unseens: grammar, Irregular Verbs: further unenumerated work after school examination in November. French—Chardenal's Advanced Course, exercises 40–62; rules on same: Unseen Composition: Kastner's Composition, 20–25; Siepman's Senior Course, pages 1–14, 42–57, 77–79, 81, 84, 118–129, 187–189: Pellissier's Unseens: further work after examination as for Latin. English—Mason (except Historical Grammar), analysis, synthesis, correction and improvement of sentences, paraphrasing, essays. Literature—Quentin Durward, pages 1–100; Shakespeare's As you like it. Arithmetic—The subject generally. Algebra—Hall and Knight, to theory of indices. Geometry—Hall and Stevens, Books 1–5; matriculation programme. Science — Botany as prescribed for matriculation (Edmond's Text-book, but most of the work done without reference to any special text-book). Drawing—Geometrical plane and solid (Morris); freehand and model. Woodwork—Regular instruction at Technical School (boys): Cookery—Regular instruction at Technical School (girls). Physical drill.

Lowest.—Latin—Scott and Jones, Part I, pages 1–54, and sections 1A to 66A; English into Latin at end. French—Hogben's Méthode Naturelle, lessons 1–49; The Stories of Lessons 91, 95, 105–107, 111, 113–115, 117–119, 121, 134, 142, 143, 144, 146, 147. Arithmetic—Stocks, simple and compound interest, present worth, discount, miscellaneous vulgar and decimal fractions, mensuration. Algebra — Hall and Knight, exercises i–xii (*d*) and miscellaneous. Geometry—Hall and Stevens, to loci, page 87. History—Stories from English History (Gillies) and part of Studies in English History (Gillies). Geography—Chisholm's Commercial, pages 31–60, 66–78, 209, 223. English—Mason's Outlines, to end of conjunctions; analysis and synthesis, direct and indirect narration, correction of sentences, punctuation, paraphrasing, combination of sentences, use of word or phrase instead of clause. Literature—The Talisman (abridged, Macmillan), Globe Poetry, Pied Piper, Autumn, Napoleon's Farewell, Destruction of Sennacherib's Army, Mercy, Wise Counsel, The Skylark, Daffodils, song from The Water-babies. Science—Gillies's Studies in Plant-life, pages 1–128. Drawing—Freehand and model. Boys—Woodwork at Technical School. Girls—Sewing. Physical drill.

2. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	675	7	8	Management—			
Government grant for buildings, furniture, fittings, apparatus, &c.	22	8	4	Office salary	60	0	0
Government capitation for free places	497	6	8	Other office expenses	15	0	4
Endowments—				Other expenses of management	4	17	0
Current income from reserves	1,043	4	10	Teachers' salaries and allowances	1,147	10	0
Paid by School Commissioners	300	0	0	Prizes	25	7	8
School fees	208	19	0	Printing, stationery, and advertising	26	15	0
Othes receipts—				Cleaning, fuel, light, &c.	66	19	5
Transfer fees	1	0	0	Purchases and new works	609	4	8
Refund cost of school photos	1	7	0	Fencing, repairs, &c.	6	3	3
Interest on deposits	11	2	10	Miscellaneous (rates, &c.)	14	17	6
				Insurance	8	5	11
				Buildings, equipments, &c., for manual instruction	60	1	4
				Endowments—Miscellaneous (surveys, &c.)	6	5	0
				Other expenditure—			
				Law	2	4	6
				Fees refunded	7	7	0
				Balance at end of year	699	17	9
	£2,760	16	4		£2,760	16	4

J. E. Wilson, Chairman.
Walter Bewley, Secretary.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

WANGANUI GIRLS' COLLEGE.

Staff.

Miss M. I. Fraser, M.A.; Miss S. E. Gifford, M.A.; Miss J. Knapp, B.A.; Miss J. R. Currie, M.A.; Miss A. Blennerhassett, B.A.; Miss E. M. McIntosh, M.A.; Miss J. O. Abernethy, M.A.; Miss A. Reitzel; Miss M. Warren; Mrs. A. J. Blandford, L.R.A.M.; Miss J. Cherrett; Miss L. Reichert; Mr. D. E. Hutton; Miss M. Browne.

1. Work of the Highest and Lowest Classes.

Highest.—English, French, Latin, German, mathematics, mechanics, as for degree of B.A., University of New Zealand. Swimming, deep breathing. Certain pupils receive instruction in cookery and dressmaking.

Lowest.—Work beyond Standard VI in English. Books read—Evangeline, and King Arthur, and The Knights of the Round Table. Arithmetic—Fundamental rules and vulgar fractions. French—Conversation and written work. Geography, history, Scripture, sewing, brushwork and drawing, deep breathing. Some pupils take cookery.

2. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	1,901	3	10	Management—			
Government capitation under Manual and Technical Instruction Regulations	17	7	6	Office salaries	130	0	0
Endowments—				Other office expenses	31	5	2
Current income from reserves	324	16	9	Other expenses of management	1	4	6
Interest on moneys invested and on unpaid purchase-money	80	0	0	Teachers' salaries and allowances	2,083	7	3
Paid by School Commissioners	139	8	0	Boarding-school account	2,441	2	0
School fees	2,441	18	8	Examination expenses	1	19	0
Boarding-school fees	2,889	2	7	Scholarships	40	0	0
Voluntary contributions	47	12	7	Prizes and prize-giving	33	14	5
Other receipts—				Class material	6	18	8
Contractor's deposit	19	15	0	Printing, stationery, and advertising	85	14	4
Church sittings	42	4	0	Cleaning, fuel, light, &c.	2	5	0
Rent of house	18	0	0	Purchases and new works	718	1	9
Refund passage-money	2	1	10	Fencing, repairs, &c.	83	10	1
				Rent	96	18	0
				Rates	56	19	4
				Baths	65	10	4
				Buildings, equipments, &c., for manual instruction	138	10	4
				Other expenditure—			
				Bank interest charge	3	14	6
				Caretaker	54	12	0
				Refunds	7	9	4
				Fire insurance	27	2	8
				Contractor's deposit	19	15	0
				Church sittings	48	17	0
				Balance at end of year	1,745	0	1
	£7,923	10	9		£7,923	10	9

Fred Pirani, Chairman.
W. J. Carson, Secretary.

WANGANUI COLLEGIATE SCHOOL.

Staff.

Mr. W. Empson, B.A.; Mr. H. B. Watson, M.A.; Rev. C. Price, M.A.; Mr. E. C. Hardwicke, M.A.; Mr. J. Harold; Mr. J. A. Neame, B.A.; Mrs. Atkinson; Mr. J. E. Bannister, M.A.; Mr. E. Walker, M.A.; Mr. H. N. Butterworth; Mr. G. F. McGrath, M.A.; Mr. J. Allen, B.A.; Mr. G. Pownall.

1. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Work is up to the standard of Junior University Scholarships.

Lowest.—Latin, English (grammar, history, geography), French, arithmetic, science, drawing.

2. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Current income from reserves	1,320	16	1	Balance at beginning of year	127	15	1
Interest on prize-moneys invested	6	18	8	Management—			
School fees	2,217	10	0	Office salary	148	14	9
Boarding-school fees	600	0	0	Other office expenses	77	19	11
Music fees	267	15	0	Other expenses of management	48	18	3
Voluntary contributions on account of manual and technical instruction	25	0	0	Teachers' salaries and allowances	3,045	8	8
Other receipts—Management	55	10	11	Examinations—Examiners' fees	47	14	0
Balance at end of year	264	5	8	Prizes	49	11	8
				Printing, stationery, advertising, and stamps	91	5	11
				Cleaning, fuel, light, &c.	152	18	4
				Maintenance of classes for manual instruction (engineering)	100	0	0
				Purchases and new works	466	4	0
				Fencing, repairs, &c.	228	18	10
				Miscellaneous (rates, &c.)	21	0	3
				Insurances	31	13	7
				Interest on current account	9	4	3
				Other expenditure—			
				Legal expenses	46	4	6
				Chemicals, &c.	40	16	10
				Plans and surveys	28	7	6
	£4,757	16	4		£4,757	16	4

A. G. BIGNELL, Chairman.
S. W. ADAMS, Secretary.

I hereby certify the above statement of accounts to be correct. — W. RODWELL, F.I.A.N.Z., Auditor.

PALMERSTON NORTH HIGH SCHOOL.

Staff.

Mr. J. E. Vernon, M.A., B.Sc.; Mr. F. Foote, B.A.; Mr. John Murray, M.A.; Miss C. B. Mills, M.A., B.Sc.; Miss L. W. Opie, M.A.; Miss Fergus; Mr. H. B. Bannister; Mr. Hawkins; Mr. G. H. Elliott.

1. REPORT OF THE GOVERNORS.

We have the honour to report as follows:—

The Board.—There has been no change in the members of the Board, which consists of Messrs. W. Rutherfurd (Chairman), W. H. Collingwood (Treasurer), Rev. C. C. Harper, Rev. I. Jolly, Messrs. J. S. Barnicoat, W. Park, G. Hirsch, H. G. Bennett, and W. T. Wood, M.P.

The School.—The teaching staff remains the same, except that Miss W. Opie, M.A., was appointed in place of Miss L. M. B. Lynch, M.A., resigned. The year's work has again been very satisfactory. The following honours were gained by pupils of the school during the year: Senior National Scholarship, 1; second year's terms (Victoria College), 1; first year's terms, 2; Matriculation and Solicitors' General Knowledge, 7; Matriculation, 4; Senior Civil Service, 1 (also 1 in five subjects); Junior Civil Service, 18 (14 with credit); Senior Free Place, 11; Wanganui Board Scholarship (Junior), 1.

The Grounds.—These have been still further improved. The boys' football-field has been drained and levelled, and a new fence has been erected at the back of the school and girls' hockey-ground.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Literature—Hamlet, Romeo and Juliet; Macaulay's Bacon and Walpole; Burke's Reflections on French Revolution; period, 1625–88: grammar — Nesfield's Manual; Higher Grade English; *précis;* Anglo-Saxon and Middle English; essays. Mathematics (to Junior University Scholarship standard)—Arithmetic, miscellaneous; algebra, Baker and Bourne; geometry, Baker and Bourne; trigonometry, Pendlebury's Shorter Course. Science (Junior University Scholarship standard)—Magnetism, Poyser; mechanics, Loney. Latin—Prose, Arnold, selected continuous; translation, Cicero's Pro Milone, Horace's Odes iii and iv, miscellaneous; Roman history, Merivale and Pullar; Antiquities. French—Wellington College French Grammar; Spier's Rapid Exercises; Scribe's Le Verre d'Eau; Mérimée's Colomba; prose essays.

Lowest.—English—Literature—Scott's Lady of the Lake; Goldsmith's Deserted Village; Historical Reader; Kingsley's Westward Ho! grammar—Nesfield, Parts I and II; composition: history—Ransome, to 1603: geography—Europe; British possessions; physical (from Longmans' Book II. Mathematics—Arithmetic, Standard VI, Zealandia; algebra, Baker and Bourne, chapters 1–15; geometry, Baker and Bourne, Books I and II. Latin—Macmillan's Shorter Course, Part I. French—Chardenal, Part I; Longmans' First Conversational Reader. Chemistry, or agriculture, or botany—Elementary. Drawing—Elementary design and colour-work. Woodwork or cooking.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	376	0	2
Government grants—			
For sites, building, furniture, &c. (general purposes)	200	0	0
For buildings, furniture, fittings, and apparatus for recognised school classes for manual instruction	126	9	3
Government capitation—			
For free places	1,287	11	1
Under Manual and Technical Instruction Regulations	170	9	1
Paid by School Commissioners	162	16	8
School fees	280	10	4
Technical fees	376	15	7
Voluntary contributions—			
On account of manual and technical instruction	90	9	6
On account of general purposes of the school	9	1	6
Other receipts—			
Cookery and woodwork classes material ..	20	3	11
Wanganui Education Board—Cleaning, fuel, &c.	14	18	8
Deposits on contracts	2	0	0
Legacy from late D. Manson's estate ..	150	0	0
	£3,267	5	9

Expenditure.		£	s.	d.
Management—				
Office salary		30	0	0
Other office expenses		7	9	3
Other expenses of management — caretaker		92	19	4
Teachers' salaries and allowances ..		1,283	3	9
Technical teachers' salaries		517	9	3
Examinations—Examiners' fees		6	19	0
Prizes		34	9	0
Class material		123	3	11
Printing, stationery, and advertising ..		117	8	7
Cleaning, fuel, light, &c.		60	15	11
Maintenance of classes for manual instruction		72	9	6
Government grants for site, buildings, furniture, &c.—				
Ordinary		200	0	0
Manual instruction		27	1	11
Purchases and new works		55	5	11
Fencing, repairs, &c.		4	15	5
Miscellaneous (rates, &c.)		43	19	0
Buildings, equipments, &c., for manual instruction		73	5	7
Other expenditure—				
Woodwork and cooking classes—Refund capitation, Wanganui Education Board		49	15	3
Deposit on contract returned		2	0	0
Balance at end of year ..	£314 15 2			
Late D. Manson's legacy, on fixed deposit in Union Bank	150 0 0			
		464	15	2
		£3,267	5	9

WALTER RUTHERFURD, Chairman.
WILLIAM HUNTER, Secretary.

Examined and found correct, except that the expenditure includes payments made to two members of the High School Board—to W. Park, of sums amounting to £25 17s. 2d., and G. H. Bennett, of sums amounting to £18 6s. 6d.—in contravention of the general rule that a trustee's interest must not be opposed to his duty.—J. K. WARBURTON, Controller and Auditor-General.

WELLINGTON COLLEGE.

Staff.

Boys' College.—Mr. J. P. Firth, B.A.; Mr. A. Heine, M.A.; Mr. W. F. Ward, M.A.; Mr. A. C. Gifford, M.A.; Mr. G. G. S. Robison, M.A.; Mr. T. Brodie, B.A.; Mr. F. M. Renner, M.A.; Mr. R. E. Rudman, M.A.; Mr. D. Matheson; Mr. G. V. Bogle; Mr. O. W. Williams, M.A.; Mr. J. C. Pope; Mr. J. G. Castle.

Girls' College.—Miss M. A. McLean, M.A.; Miss M. C. Morrah, M.A.; Miss M. N. Gellatly, M.A.; Miss I. Ecclesfield, M.A.; Miss W. S. Fraser, B.A.; Miss A. M. Batham, B.A.; Miss E. A. Newman, M.A.; Miss A. P. Tomlinson, B.A.; Miss A. O'Callaghan, B.A.; Mr. E. Glover; Mr. Harrison.

1. REPORT OF THE BOARD OF GOVERNORS.

The Board of Governors have to report that good work continues to be done at the two Colleges under their control.

The results of the University and Civil Service Examinations of last year were as follows: Wellington College—2 pupils won Junior University Scholarships, 4 passed the Medical Preliminary and Matriculation Examination, 24 passed the Solicitors' General Knowledge and Matriculation Examination, 9 passed the Matriculation Examination, 1 passed (partial) the Senior Civil Service Examination, and 41 passed the Junior Civil Service Examination; Wellington Girls'

College—3 pupils won Junior University Scholarships, 19 passed the Solicitors' General Knowledge and Matriculation Examination, 1 passed the Matriculation Examination, 2 won Senior Education Board Scholarships.

The new building on the Wellington College Reserve designed to facilitate the admission of holders of free-place certificates under "The Education Act, 1904," is now nearing completion, and, it is hoped, will be ready for use before the beginning of the ensuing year.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest. — *Boys' College:* Mathematics (as for Junior University Scholarship) — Hall and Knight's Algebra (Elementary and Higher); Loney's Trigonometry; Hall and Stevens's Geometry; Godfrey and Siddons's Geometry. Latin (as for Junior University Scholarship)—Virgil's Æneid, Book VI; Cicero, Pro Milone (Page), (Pitt Press); Horace's Odes, Book III (Page); Bradley's Aids and Bradley's Arnold; Horton's History of the Romans; Stedman's Latin Examination-papers. Science—Poyser's Advanced Electricity and Magnetism; Shenstone's Chemistry. English—Nesfield's Historical English; Shakespeare's Macbeth; Selections from Spectator (Deighton); Palgrave's Golden Treasury, Book IV; Chaucer's Prologue; essays, &c. French — Le Bourgeois Gentilhomme; Le Roi des Montagnes; Macmillan's Second Course; Rey's French Composition. German—Wildenbruch, Das Edle Blut; Schiller, Wilhelm Tell; German examination-papers; Macmillan's German Course, Part II; Eve's Second German Exercises. *Girls' College:* English—Historical English and Derivation (Nesfield); Hamlet (Warwick Shakespeare); Essay on Bacon (Macaulay); Selected Essays (Bacon); Handbook of English Literature, Part III (Longmans); Prologue to Canterbury Tales; English Composition Primer (Nicol); Stops (Allardyce). Latin—Ovid's Tristia, Book I; Virgil's Georgics, Book I; Horace's Odes, Book I; the Germania of Tacitus; Cicero's De Senectute; Hints in Latin Prose (Walter); Horton's History of the Romans; Bradley's Latin Prose Composition; Stedman's Latin Examination-papers; Primer of Roman Antiquities (Wilkins); Res Romanæ: Rivington's Class-book of Latin Unseens, Book VI; Kennedy's Revised Latin Primer. French — Wellington College Grammar and Exercises (Nutt); French Idioms and Proverbs (Payne); Federer's Material for French Translation; L'Aiglon (Rostand); Le Joueur (Régnard); Le Verre d'Eau (Scribe). English History—Gardiner's Students' History. Geography—The World (Longmans). Physiology—Foster and Shaw's Physiology. Physics—Draper's Heat. German—Siepmann's Primer. Mathematics—Jones and Cheyne's Algebraical Exercises; Ward's Examination - papers in Trigonometry; Briggs and Bryan's Middle Algebra; Hall and Knight's Algebra; Baker and Bourne's Elementary Geometry; Hall's Introduction to Graphic Algebra; Pendlebury's Elementary Trigonometry. Botany—Dendy and Lucas's Botany; Aitken's Test-book of Botany; Thomson's New Zealand Botany.

Lowest. — *Boys' College:* English — Parts of speech; much composition and spelling, and punctuation; Imperial Geography, Parts III and IV; Southern Cross History. Latin — Via Latina, to exercise 32; Scalæ Primæ (easy parts). Science—Physiology (Murché). Mathematics —Godfrey and Siddons, to page 34; Hall and Knight's Algebra (i–x); Arithmetic, Southern Cross, Standard V. *Girls' College:* English — Nesfield's Parts of Speech; In Golden Realms (Arnold's Literary Reading-books); The Chimes and The Christmas Carol (Dickens); Laureata (Arnold). Latin—Bell's Latin Course, Parts I and II. French—Nursery Rhymes (Hachette and Co.). Arithmetic — Pendlebury's Smaller Arithmetic. Geography — Longmans' First Book of Geography. English History—Macmillan's New History Reader. Botany—Touman's Botany for Beginners. Nature-study—Cassell's Eyes and No Eyes, Books I and II. Physiology—Coleman's Lessons in Hygienic Physiology.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	930	9	0	Management—			
Government grants for sites, building, furniture, &c. (general purposes)	1,250	0	0	Office salaries	210	0	0
Government capitation—				Other office expenses	33	0	0
For free places	578	2	6	Teachers' salaries and allowances	5,336	19	1
Under Manual and Technical Instruction Regulations	29	8	9	Examiners' fees	101	17	0
Subsidy on voluntary contributions	350	0	0	Other expenses of examination	60	10	4
Current income from reserves	2,393	0	5	Prizes	66	8	10
Paid by School Commissioners	497	15	4	Printing, stationery, and advertising	316	0	8
School fees	4,561	13	8	Cleaning, fuel, light, &c.	263	6	6
Books, &c., sold, and other refunds	23	14	3	Government grants for site, buildings, furniture, &c.	1,250	0	0
Voluntary contributions on account general purposes of the school	350	0	0	Purchases and new works	492	3	5
Other receipts—				Fencing, repairs, &c.	251	2	2
Sale of building, Brook Street property	6	12	0	Interest	557	2	0
Interest on deposit	31	1	0	Miscellaneous (rates, &c.)	59	15	1
Donations for prizes	10	5	6	Interest on current account, and bank charge	3	9	8
Discount	0	4	0	Interest on cost of reclaimed land	104	14	6
Contract deposit	10	0	0	Miscellaneous (surveys, &c.)	5	5	0
				Other expenditure—			
				Fees refunded	7	5	8
				Grant to Games Fund	100	0	0
				Legal expenses	8	18	0
				Balance at end of year	1,794	8	11
	£11,022	6	5		£11,022	6	5

A. DE B. BRANDON, Chairman.
CHAS. P. POWLES, Secretary.

NAPIER HIGH SCHOOL.

Staff.

Boys' School.—Mr. A. S. M. Polson, B.A.; Mr. E. W. Andrews, B.A.; Mr. W. Kerr, M.A.; Mr. A. W. Short; Mr. F. L. Henley, B.A.; Mr. C. F. Rockel; Mr. W. H. Davy.

Girls' School.—Miss A. E. J. Spencer, B.A.; Miss C. R. Kirk, B.A.; Miss F. J. W. Hodges, M.A.; Miss J. Gillies; Miss D. A. Gillam, M.A.; Miss J. C. Greig; Miss G. Anderson; Miss F. P. Millington.

1. Report of the Governors.

The Governors of Napier High School have the honour to report that the schools under their charge have had a very successful year.

The following successes were won at the last examinations:—Boys' school: Junior University Scholarship—2 passed for matriculation; Matriculation—13 passed, 12 of these also qualifying for Solicitors' General Knowledge and 6 for Medical Preliminary; Senior Civil Service—The one candidate passed the whole examination (six subjects); Junior Civil Service—21 passed (16 "with credit"); Senior Free Place (in addition to foregoing)—11 passed; Junior Free Place—9 passed; Hawke's Bay Education Board Senior Scholarships—4 secured scholarships, and 12 others qualified; Hawke's Bay Education Board Junior Scholarships—3 secured scholarships, and 6 others qualified; Junior Queen's Scholarship, 1. Girls' school: Junior University Scholarship Examination—1 Senior National Scholarship, 1 credit pass, 2 passes; Matriculation and Solicitors' General Knowledge, 2; Junior Civil Service—11 (6 "with credit," 1 eighth on list); Education Board Senior Scholarship—7 qualified; Senior Free place—11; Education Board Junior Scholarship—4 qualified, 3 securing scholarships.

In addition to the foregoing academic successes, it is pleasing to report that there is a large and growing demand from business houses for pupils of the schools.

2. Work of the Highest and Lowest Classes.

Highest — Boys' School: Mathematics — Geometry (Godfrey and Siddons, &c.), to Junior Scholarship standard; algebra (Hall and Knight, &c.), to Junior Scholarship standard; trigonometry (Pendlebury), to Junior Scholarship standard; arithmetic (Pendlebury), to Junior Scholarship standard. Latin—Cicero, Pro Milone; Horace, Odes, Book III; Bryan's Prose; Bradley's Arnold; Spragge's Elementary Latin Prose; Kennedy's Primer; Sight Translation; Creighton's Rome; Wilkins's Antiquities—all to Junior Scholarship Standard. French—Le Joueur (Regnard); Contes Choisis (Coppée); Modern French Verse (Berthou); Modern French Prose (Berthou); Blouet's French Composition; Brachet's Grammar; Thirion's Irregular Verbs; Bué's Idioms: Phonetic Transcript, &c. — all to Junior Scholarship standard. English — Idiom and Construction (Nesfield, Past and Present); Historical Grammar and Derivation (Nesfield, and Low's English Language); History of English Literature (Stopford Brooke, &c.); Hamlet (whole); extracts from various classics; essay-writing—all to Junior Scholarship standard. Physics (heat) (Tutorial Advanced) to Junior Scholarship standard. Mechanics and hydrostatics (Tutorial) to Junior Scholarship standard. Chemistry — To matriculation standard (approximately). Physiology (Furneaux, and Huxley)—As for Matriculation and Junior Civil Service. History (Ransome, and Green)—Matriculation period. Geography (Longmans, Book II, Dickies's Physiography)—To Matriculation standard. *Girls' School:* English literature—Shakespeare's Hamlet; Burke's Reflections on the French Revolution; selections from Chaucer's Canterbury Tales; History of English Literature to Spenser. English grammar and composition—Junior Scholarship syllabus; Nesfield's English Grammar, Past and Present. French—Junior Scholarship syllabus; Regnard's Le Joueur; Dumas' Monte Cristo; Berthou's Select Specimens of Modern French Poetry, Part I; Wellington College French Grammar (Eve and Baudiss); Weekley's Matriculation Course; Phonetic Script, Idioms, &c. Latin—Junior Scholarship syllabus; Horace's Odes, Book III; Livy, Book I; Cæsar's De Bello Gallico, Book II; Bradley's Arnold's Latin Prose Composition; Kennedy's Revised Primer. Mathematics—Junior Scholarship syllabus; arithmetic, Pendlebury; geometry, Godfrey and Siddons's Elementary Geometry; algebra, Advanced Todhunter, and Baker and Bourne's Elementary Algebra, Parts I and II; trigonometry, Borchardt and Perrott's New Trigonometry. Science—Junior Scholarship syllabus; botany, Dendy and Lucas's Botany; Lowson's Tutorial Botany, notes; mechanics, Elements of Statics and Elements of Dynamics (Loney), Matriculation Hydrostatics (Briggs and Bryan).

Lowest.—Boys' School: Mathematics—Geometry, Godfrey and Siddons, to page 59; algebra, Baker and Bourne, to page 50; arithmetic, Southern Cross, Standard VI. Latin—Macmillan's Shorter Latin Course, pages 1–80. French—Hogben's Méthode Naturelle, Leçons 1–36. English—Nesfield's Elementary Grammar, Book III (parsing and analysis); Nesfield's Oral Exercises in Composition; Merchant of Venice (whole); Treasure Island (whole). History—Struggle for Freedom, pages 1–123. Geography—Imperial Geography, Standards V and VI (Course A); Southern Cross Geography Readers, Standards V and VI (Course B). Chemistry—Furneaux, Elementary Lessons, with Laboratory Demonstrations. Physiology—Murché, to page 142. Bookkeeping—Pitman's Primer, to page 82. Shorthand—Pitman's Teacher, to page 24. Drawing—Freehand and Principles of Perspective. *Girls' School:* English literature—Dickens's Little Nell; Longfellow's Evangeline; Stronach's English Literature, chapters 16–19, inclusive. English grammar—Nesfield's Grammar, Standards V and VI; easy analysis and parsing; composition, reading, writing, and spelling more advanced than Standard VI. History — Longmans' Historical Series, Book I, to end of Elizabeth. Geography—Southern Cross Reader, Standards V and VI, British Isles and British Possessions; Imperial Geography, Standards V and VI, Course A, omitting pages 80–109. Mathematics—Arithmetic, elementary rules, L.C.M., H.C.F., fractions, decimals, interest, proportion, profit and loss, square root, easy mensuration (Pendlebury); algebra, Baker and Bourne's Elementary Algebra, Part I, to simple equations, inclusive; geometry, Godfrey and Siddons's Practical Exercises, to page 34; design, drawing to scale. Latin—Macmillan's Shorter Latin Course, Part I, to section 46; four regular active conjugations. French—Hogben's Méthode Naturelle, 28 lessons. Physiology—Murché's Animal Physiology, to page 86. Drawing—Model-drawing of simple forms; simple brushwork designs from flowers, &c. Sewing—Simple garment.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	4,104	3	3
Government capitation—			
For free places	881	11	8
Under Manual and Technical Instruction Regulations	14	12	6
Current income from reserves	369	0	0
From property not a reserve	881	5	0
Interest on moneys invested and on unpaid purchase-money	155	0	0
Paid by School Commissioners	698	0	0
School fees	530	19	6
Books, &c., sold and other refunds	125	7	0
Other receipts—			
Refund, gas, Scinde Football Club	0	10	0
Cooked food sold	4	11	9
Refund of Cadet loan	10	0	0
Insurance	12	0	0
	£7,787	0	8

Expenditure.	£	s.	d.
Management—			
Office salaries	110	0	0
Other office expenses	18	12	0
Other expenses of management—Legal	1	6	0
Teachers' salaries and allowances	2,391	14	4
Scholarships	66	13	4
Prizes	25	4	6
Class material	117	10	0
Printing, stationery, and advertising	18	16	6
Cleaning, fuel, light, &c., including janitor's salary	155	2	6
Maintenance of classes for manual instruction	22	8	8
Purchases and new works	268	15	11
Fencing, repairs, &c.	61	13	8
Miscellaneous (rates, &c.)	80	17	1
Buildings, equipments, &c., for manual instruction	38	13	10
Travelling-expenses of members of Board	7	14	8
Balance at end of year	4,401	17	8
	£7,787	0	8

T. C. Moore, Chairman.
David Sidey, Secretary.

Examined and found correct, except that a loan to a cadet corps which was pointed out in the exception on last year's balance-sheet was without authority of law and has not been repaid to the High School Board.—J. K. Warburton, Controller and Auditor-General.

DANNEVIRKE HIGH SCHOOL.

Staff.

Mr. J. M. Simmers, M.A.; Miss J. R. Barr, M.A.

1. Report of the Governors.

The year's work has been very satisfactory, considering the somewhat inconvenient nature of the temporary school buildings. Eleven pupils passed the Matriculation Examination, and 13 passed the Junior Civil Service. Two Junior and three Senior Education Board's Scholarships were gained. Pupils from the school were placed second, fourth, seventh, and eighth in the Senior Scholarship list. Two pupils have kept first year's terms for Victoria College. The average attendance has been 58. The number on the roll, 36 boys and 24 girls—60.

In May last a commencement was made with the new high-school buildings, and these are now nearing completion. They will afford ample accommodation and be very convenient both for high-school and technical purposes, being of brick, and commodious, well lighted and ventilated; and we trust they will be ready for occupation at the reopening of the school.

In addition to the ordinary high-school subjects, classes have been held in woodwork, plumbing, dressmaking, cookery, drawing, and painting. Seven pupils passed the City and Guilds of London Institute Examinations in plumbing, one with honours. The appended schedule of text-books will show the course of study taken in the school, and the general statement of accounts, also appended, gives the state of the finances for the year.

2. Work of the Highest and Lowest Classes.

Highest.—English—Nesfield's Grammar, Past and Present; Historical Grammar; Macaulay's Essays on Bacon and Walpole; Burke's Reflections on the French Revolution; Shakespeare's Hamlet, and Romeo and Juliet; literature, 1625–88, Anglo-Saxon and early English. French—Ancien Régime; Le Verre d'Eau; Le Joueur; French Grammar; literature of early part of seventeenth century. Latin — Pro Milone; Horace's Odes, Books III and IV; Ramsay's Latin Prose Composition; Allen's Latin Grammar. Algebra—Hall and Knight's Algebra. Geometry—Hall and Stevens's Geometry, Parts I to VI. Trigonometry—Lock's Trigonometry, to solution of triangles. Arithmetic—Pendlebury's Arithmetic. Physiology—Furneaux's Human Physiology. Mechanics—Loney's Mechanics and Hydrostatics.

Lowest.—English—Nesfield's Grammar, Past and Present; Shakespeare's As you like it; Scott's Ivanhoe; Selections from Tennyson. Latin—Via Latina, to page 100. French—Chardenal's First Course; Hogben's Méthode Naturelle. History—Ransome, 1688–1837. Geography—Longmans' No. 3, Physical and Political. Arithmetic—Pendlebury, as for Junior Civil Service. Algebra—Hall and Knight's, to factors. Geometry—Hall and Stevens, Parts I and II. Physiology—Furneaux.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance in bank at beginning of year	74	0	0	Management—Office expenses	2	19	10
Government grants—				Teachers' salaries and allowances	437	10	0
For sites, building, furniture, &c. (general purposes)	2,082	1	0	Prizes	6	8	0
For buildings, furniture, fittings, and apparatus for recognised school classes for manual instruction	87	17	10	Class material	14	0	11
Government capitation—				Printing, stationery, and advertising	14	0	4
For free places	520	9	2	Cleaning, fuel, light, &c.	20	8	9
Under Manual and Technical Instruction Regulations	49	12	9	Maintenance of classes for manual instruction	70	5	8
Paid by School Commissioners	244	0	0	Government grant for site, buildings, furniture, &c.	2,082	1	0
School fees	13	6	8	Manual instruction	87	17	10
Other receipts—				Purchases and new works	141	4	8
Balance of Technical Fund received from Hawke's Bay Education Board	21	6	3	Fencing, repairs, &c.	38	7	0
Sold scrap-lead	6	18	10	Miscellaneous (rates, &c.)	2	13	8
Refund	0	1	9	Buildings, equipments, &c., for manual instruction	18	14	5
				Other expenditure—To balance account	0	0	2
				Balance at end of year	163	2	0
	£3,099	14	3		£3,099	14	3

J. J. PATTERSON, Chairman.
A. GRANT, Secretary.

GISBORNE HIGH SCHOOL.

1. REPORT OF THE GOVERNORS.

There has been no change since my last report. As heretofore, under arrangement with the Education Board of Hawke's Bay, and under powers conferred upon the Board of Governors by the special statutes, secondary education has been taught without fees in the district high school at Gisborne. The Governors defray the cost of this branch of public education, after receiving credit for all moneys payable by the Department. Fifty-nine pupils are now in attendance at the secondary classes.

The Governors, as a controlling authority, have also to report a satisfactory advance of interest in the Technical School classes. Woodwork, dressmaking, and cookery have been taught at the Gisborne Technical School, to which the school-children from all accessible public schools in the district are sent to attend the requisite number of hours prescribed by regulations.

The Governors are anxious to meet the strongly expressed wish of the settlers of the district, by establishing classes for the practical teaching of subjects which relate to the agricultural, pastoral, and dairying industries of the district. Representations have been made to the Department that the regulations might be altered to suit the circumstances of farming districts in this respect.

2. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	3,413	5	6	Management—			
Government grants for buildings, furniture, fittings, and apparatus for recognised school classes for manual instruction	25	15	6	Office salary	62	10	0
Government capitation under Manual and Technical Instruction Regulations	37	19	6	Other office expenses	0	9	11
Subsidy on voluntary contributions, manual and technical instruction	22	10	0	Other expenses of management	0	12	6
Current income from reserves	150	0	0	Scholarships	55	0	0
Interest on moneys invested and on unpaid purchase-money	150	7	6	Prizes	3	0	0
Paid by School Commissioners	368	18	6	Printing, stationery, and advertising	6	19	4
Interest accrued on current account, Post-Office Savings-Bank	13	3	9	Books and stationery for sale to pupils, and other temporary advances	66	0	0
Voluntary contributions on account of manual and technical instruction	20	0	0	Maintenance of classes for manual instruction	280	9	0
Other receipts—				Government grants for site, buildings, furniture, &c.—Manual instruction	25	15	6
Refund commission	1	15	3	Buildings, equipments, &c., for manual instruction	41	1	8
Refund boarding allowance	5	0	0	Other expenditure—			
From Hawke's Bay Education Board, capitation, school and teachers' classes	162	9	6	Balance, Hawke's Bay Education Board	115	2	9
				Insurance	9	7	1
				Balance at end of year	3,704	17	3
	£4,371	5	0		£4,371	5	0

W. MORGAN, Secretary.

MARLBOROUGH HIGH SCHOOL.

Staff.

Mr. John Innes, M.A., LL.D.; Mr. J. H. Goulding, M.A.; Miss M. C. Ross, M.A.; Miss E. M. Allen, M.A.; Miss McIntosh; Mr. Course.

1. REPORT OF THE HEADMASTER.

In compliance with your request of the 28th November, 1907, for a general report on the Marlborough High School, I have the honour to submit the following extracts from the last annual report of the Principal:—

"I have great pleasure in presenting this report on the year's work. Owing to the raising of the standard of examination for proficiency certificates, the number admitted to junior free places was very considerably less than in previous years, and the roll-number is therefore not so high as last year; but the quality of the pupils is better and the standard of work is higher, while our success in outside examinations has been unprecedented.

"The number of new pupils admitted was 28—14 girls and 14 boys. Nineteen left during the year, 14 to take up employment. The total on the roll for the year was 107. . . . The asphalt tennis-court for the use of the girls is now being constructed, and will be ready by the beginning of the next term. . . . In the autumn the hockey-ground was drained, and it has recently, in common with the rest of the field, been ploughed and levelled. In this connection I wish to commend the boys for the readiness with which they undertook and carried out, with pick, shovel, and barrow, the work of removing the raised paths from the hockey-ground so that they should be outside the field of play. They also carried out other earthwork about the place, and this self-help of theirs had the further effect of stimulating the Board to action. The shower-bath provided in the boys' yard proves a great convenience. The woodwork in connection with this bath was done by two of the boys.

"It would improve the appearance of the grounds if a live hedge were planted along the Francis Street frontage, and a few trees put in places where they would not interfere with the playground. A more pressing present need is a room, or rooms, in which can be stored furniture not actually in use, and especially the uniforms and ammunition of the cadet corps. At present this last is kept in my office, and proves a source of inconvenience. . . . The cadet corps has been supplied with belts, and has secured a new and much better uniform, and has done so without having to carry on a debt beyond the present year. The physical-drill squad competing at St. George's Day sports won the Carr Cup for the third time, and now retains it. During the first term the corps was inspected by Colonel Joyce, and during the second term by Colonel Davies, who was accompanied by Colonel Joyce and Lieutenant Chesny. Colonel Davies expressed his satisfaction with the company and his great pleasure at the performance of the physical-drill squad. At a third inspection, in October, Colonel Joyce complimented the corps on the excellent state of the arms, and on the fact that no property on issue to us had been lost. The annual camp was held in October, and was fortunate in having fine weather. This was our most successful camp. The behaviour of the boys was excellent, and there was less interruption of school-work than usual. Under the judicious instruction of Sergeant-major Jones the efficiency of the cadets was greatly increased. There is no doubt that such a camp, when properly conducted, is of great advantage to the boys. As the week's camp included a Sunday, the corps attended church parade. A good deal of shooting has been done—in February class-firing, and, after winter, team practice. Under Captain Goulding's leadership the team has greatly improved. We have to thank Mr. Jordan for presenting us with a 200-yards target, and also for presenting us with a gold medal. The competition for this medal took place on the 23rd November. On the 30th we took the firing for the Secondary Schools Competition, and on the 7th December that for the schools of the Empire Competition.

"In the public examinations we this year achieved gratifying success. Sixteen candidates passed the Senior Free Place and Civil Service Junior Examinations, ten passed Matriculation, three on University Junior Scholarship papers, and one came eighth in the University Junior Scholarship 'credit' list, and was offered a Senior Queen's Scholarship (£50 annually for three years), but declined it. One passed the examination for keeping first year's terms for the University degree. This year thirty have entered for the Senior Free Place or Civil Service Junior, one for Civil Service Senior, eleven for Matriculation, and four for University Junior Scholarship. . . . The course of study has received but few changes. Botany and physics being now taken by all forms, physiology has been discontinued. A class of girls has attended at the Technical School for cookery, and the same time a class of boys for woodwork. During the last term a class was also instructed in freehand drawing."

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Nesfield's Grammar, Past and Present: Manual of Grammar and Composition; practice in composition and essay-writing: Shakespeare's Julius Cæsar; Lamb's Essays (selections); History of Literature. Latin—Cicero, Pro Milone; Horace, Odes, Books III and IV; sight translation from and into Latin; Grammar, Wilkins's Antiquities; Schuckburg's History of Rome. French — Molière, L'Avare; Scribe, Le Verre d'Eau; Hugo's Les Travailleurs de la Mer; grammar, composition, and sight translation. Mathematics—Arithmetic, algebra, geometry, and trigonometry as for University Junior Scholarship. Botany and physics (heat) as for Junior Scholarship.

Lowest.—English—Nesfield's Outlines, and Junior Composition; Lamb's Tales from Shakespeare; Scott's Lady of the Lake. History—Tout, Book III, Tudor Period: the earlier portion of the book used as a reader. Longmans' Geography, III, pp. 1–45, 61–87. Latin—Scott and

Jones, First Latin Course; four active conjugations, Scalæ Primæ, Parts I and II. French—Dent's New First French Book. Arithmetic—Pendlebury's New Arithmetic, Part I, and examination-papers. Algebra—Hall and Knight, to end of factors; easy graphs. Geometry—Hall and Stevens, Part I. Botany—Elementary work; drawing and describing flowers, leaves, stems, roots, &c. Physics—Gregory's Exercises in Elementary Practical Physics. Book-keeping—Thornton's Primer of Book-keeping. Needlework and cookery for the girls, military drill and woodwork for the boys.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	1,069	13	2
Government grants—			
For sites, building, furniture, &c. (general purposes)	100	0	0
For buildings, furniture, fittings, and apparatus for recognised school classes for manual instruction	2	6	0
Government capitation—			
For free places	768	10	10
Under Manual and Technical Instruction Regulations	14	16	9
Statutory grant	400	0	0
School fees	95	4	0
Interest on current account	4	11	0
Voluntary contributions—Establishment of scholarship on decease of beneficiary	500	0	0
Other receipts—			
Rent of school-ground	6	0	0
Refund of insurance premium	2	12	0
	£2,963	13	9

Expenditure.	£	s.	d.
Management—			
Office salary	65	0	0
Other office expenses	4	15	6
Other expenses of management	1	3	3
Teachers' salaries and allowances	897	18	4
Scholarships	37	10	0
Prizes	10	7	3
Printing, stationery, and advertising	23	0	3
Cleaning, fuel, light, &c.	50	4	2
Government grants for site, buildings, furniture, &c.	100	0	0
Purchases and new works	1,475	9	3
Fencing, repairs, &c.	19	18	4
Miscellaneous (rates, &c.)	11	7	0
Buildings, equipments, &c., for manual instruction	18	0	9
Interest on current account	0	3	9
Other expenditure—			
Refund of fees	2	4	0
Rent of hockey-ground	2	0	0
Balance at end of year	244	11	11
	£2,963	13	9

R. McCallum, Chairman.
E. Hylton, Secretary.

Examined and found correct, except—(1) the payment of £25 as a bonus to the Secretary on his retirement from office is without authority of law; (2) a sum of £500 bequeathed for the foundation of the Wrigley Scholarship has unlawfully been used for other purposes.—J. K. Warburton, Controller and Auditor-General.

NELSON COLLEGE.

Staff.

Boys' College.—**Mr. H. L. Fowler, M.A.; Mr. G. J. Lancaster, M.A.; Mr. C. H. Broad, B.A.; Mr. W. H. Moyes, M.A.; Mr. J. G. McKay, B.A.; Mr. G. H. Wills; Mr. P. C. Edmondson; Mr. M. N. Skelton; Mr. W. S. Hampson; Mr. F. F. C. Huddleston.**

Girls' College.—**Miss M. Lorimer, M.A.; Miss F. M. Kirton, M.A.; Miss M. McEachen, M.A.; Miss I. Robertson, M.A.; Miss M. M. Strang, M.A.; Miss N. I. Maclean, M.A.; Miss V. L. Dall, M.A.; Miss E. F. Chisholm; Mr. F. F. C. Huddleston; Miss W. Greenwood.**

1. Report of the Governors.

Mr. T. H. Bannehr resigned his office of Governor towards the end of the year, owing to his removal to Christchurch. His resignation was received with much regret, as during his ten years' tenure of office he always took a deep interest in the affairs of the College, and gave much time to their consideration.

Dr. S. A. Gibbs was appointed as successor of Mr. Bannehr, on the recommendation of the Governors. Dr. Gibbs, in addition to being an old College boy, has been President of the Old Boys' Association for many years, and takes a keen interest in educational matters. The Governors therefore recognise that by his appointment they gain a competent and valuable colleague.

The new Boys' College was occupied at the beginning of the year. The Governors have pleasure in reporting that it has been found to be well suited for the purposes for which it was designed, the class-rooms and dormitories being well lighted and ventilated, and in every respect well arranged for their respective uses.

Architecturally the College, on its commanding and healthy site, is an ornament to the city, and a credit to all concerned in its erection.

The outbuildings include a spacious and well-equipped gymnasium, and a large swimming-bath. Both have been taken full advantage of, and it is now the exception to find a Nelson College boy who is unable to swim.

The levelling and grassing of the playground, which the generous contributions of the College Old Boys enabled the Governors to undertake, have been gone on with during the year, and it is anticipated that next season will see it in perfect condition.

The Governors desire to express their appreciation of the good work done by the Principals and staffs of both colleges during the past year, as shown by the results of the various examinations.

The Staff.—Boys' College: Mr. O. W. Williams, M.A., left during the year, having received an appointment on the staff of Wellington College. The vacancy caused by his resignation was filled by the appointment of Mr. P. C. Edmondson. *Girls' College:* Miss E. Gribben, B.A., who was for many years first assistant mistress, and who was a valued member of the staff for sixteen years, resigned at the end of the first term. Various members of the staff were promoted, and Miss V. L. Dall, B.A., was appointed as junior mistress. Miss Dall resigned at the end of the year, and Miss A. Eastwood, B.A., was appointed to the vacant post.

Boys' College.

The total number of pupils in attendance during the year was 212, of whom 64 were boarders. The free pupils numbered 134, of whom 88 held junior free places, and 46 senior. Eighty new boys joined during the year—a record number—of whom 45 held free places: 43 junior and 2 senior. Nearly all the juniors qualified for senior free places through the Junior Civil Service Examination. In all 42 passed this examination, 20 of them with "credit." The Matriculation Examination was passed by 15, of whom 13 passed also the Solicitors' General Knowledge Examination, and 5 the Medical Preliminary. Three passed the Senior Civil Service Examination, and 3 the Terms Examination of Victoria College.

Girls' College.

The total number of pupils in attendance during the year was 183, of whom 49 were boarders. The free pupils numbered 119, of whom 94 held junior free places, and 25 senior. Sixty-eight new girls joined during the year—an exceptional and gratifying record. Of these 44 held junior free places.

In connection with the University Examinations, two girls gained the first section of the B.A. degree, one girl won a Senior National Scholarship, and one girl a Junior University Scholarship.

The Matriculation Examination was passed by 11 girls, 3 of whom passed also the Solicitors' General Knowledge Examination.

In the Junior Civil Service Examination 17 passed with credit, Gwen Saxon heading the list for this province: 2 obtained a simple pass, and 10 others satisfied the requirements for senior free places.

Average Attendance.—Boys' College, 193: Girls' College, 165.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Boys' College: English—As required for the First Terms Examination of Victoria College: also, Selections from Tennyson and M. Arnold: Milton's Minor Poems, and Paradise Lost, Books I and II: Nesfield's English, Past and Present. Latin—As for First Terms; also, Selection from Cicero, &c.; unseens; Bryan's Latin Prose: Bradley's Arnold, and Aids to Latin Prose Composition; Creighton's Rome. German—As for First Terms: also, Whitney's Reader: Macmillan's German Composition (Fassnacht); Eve's Grammar: and First and Second Exercises. Mathematics—Arithmetic, the subject: algebra, up to and including binomial theorem: geometry, plane, Euclid I–VI, and elementary solid; trigonometry, up to and including solution of triangles. Mechanics and chemistry—To the standard of the University Junior Scholarship Examination. *Girls' College:* English—Burke's Reflections on the French Revolution: Macaulay's Essay on Bacon and Essay on Walpole: Shakespeare's Hamlet, and Romeo and Juliet: Hales's Longer English Poems: selections from the poets and from prose authors: Nesfield's Historical English and Derivation: Sweet's Anglo-Saxon Primer; Morris and Skeat, Early English: The Age of Milton: the Age of Dryden. Latin—Cicero's Pro Milone: Horace's Odes, Books III and IV: Ramsay's Latin Prose; Bradley's Aids to Latin Prose: Allen's Latin Grammar: Merivale and Puller's School History of Rome: Horton's Antiquities. French—A. de Tocqueville's L'Ancien Régime et la Révolution: Regnard's Le Joueur: Scribe's Le Verre d'Eau: Spier's Rapid French Exercises; Eve and De Baudiss's Wellington College French Grammar: Dowden's History of French Literature. German—Schiller's Wilhelm Tell; Das Edle Blut, by Ernst von Wildenbruch: Siepmann's Public School German Grammar. Mathematics—Pendlebury's Trigonometry; Baker and Bourne's Geometry; Hall and Knight's Algebra: Ward's Trigonometrical Papers.

Lowest.—Boys' College: English—Reading, recitation, composition, writing, as prescribed for Standard VI. Geography, physical and mathematical, as prescribed. History—Public School Series, No. 4. Latin—Elementa Latina. French—Hogben's Méthode Naturelle. Commercial—Book-keeping, commercial correspondence. Arithmetic—As prescribed for Standard VI. Algebra, to simultaneous equations. Drawing—Freehand copies: and solid geometry, as prescribed for Standard VI. Agricultural science—Elementary. *Girls' College:* Nesfield's Manual: Wood's First Poetry Book; A Tale of Two Cities; Tales of the Round Table. Siepmann's First French Course. Longmans' Geography, Book III. Tout's History. Furneaux's Physiology. Pendlebury's Arithmetic.

3. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1907.

Receipts.	£	s.	d.	Expenditure.	£	s.	d.
Endowment Account.							
Rents	882	11	0	Rates and taxes	18	7	7
Interest	192	6	4	Insurances	12	9	4
School Commissioners' subsidy	290	0	0	Printing and advertising	11	8	6
				Stationery	2	0	9
				Repairs	0	6	7
				Governors' and auditors' fees	35	16	8
				Office-rent	25	0	0
				Office-cleaning and gas	11	19	11
				Interest on bank overdraft	73	17	9
				Telephone and letter-box	6	0	0
				Secretary	83	6	0
				Petty cash, postages, and sundries	22	13	0
Boys' College.							
Boarding fees	2,460	11	0	House expenses	2,287	6	6
Tuition fees	783	6	0	Tuition expenses	2,054	15	0
Government capitation, free places	1,204	0	0	Scholarships—			
Materials, &c., sold	5	15	2	Endowed	50	0	0
Refunds	2	18	2	Foundation	27	0	0
				District High School	40	0	0
				Auditors' and Governors' fees	37	6	8
				Examiners' fees	4	4	0
				Stationery	47	13	10
				Prizes	15	18	6
				Printing and advertising	58	13	5
				Gas	130	19	7
				Rates and taxes	21	9	11
				Repairs	132	5	0
				" reservoir	19	12	6
				" College house	58	5	0
				Insurance	37	10	6
				Interest on mortgage	453	16	1
				Extra clerical work	20	0	0
				Garrison Band	8	5	0
				Subscriptions to sports and magazine	35	0	0
				Chemicals	104	15	4
				Cartages	12	7	6
				Watchman	5	2	9
				Telephone	6	0	0
				Water-main to wash-house	2	14	10
				Secretary	83	7	1
				Sundries	4	11	10
Girls' College.							
Boarding fees	1,609	11	8	House expenses	1,337	14	8
Tuition fees	802	1	0	Tuition expenses	1,517	10	4
Government capitation—				Scholarships –			
Free places	1,069	12	6	Endowed	60	6	8
Cookery classes	63	15	0	Foundation	72	12	0
Brushwork classes	2	5	0	District High School	120	0	0
Dressmaking classes	5	15	0	Governors' and auditors' fees	37	6	8
Refund	1	13	0	Examiners' fees	4	4	0
				Stationery	44	19	6
				Prizes	17	8	10
				Printing and advertising	47	19	7
				Gas	67	3	3
				Rates and taxes	15	0	0
				Repairs	38	7	1
				Insurance	25	12	0
				Telephone and letter-box	6	0	0
				Subscription to magazine	3	3	0
				Grounds	3	18	0
				Secretary	83	6	11
				Sundries	1	19	2
Capital Account.							
Repayment on account of mortgage	20	11	8	New Boys' College	8,343	0	2
Mortgage on colleges, balance	3,000	0	0	Playground — Levelling, draining, sowing, &c.	304	12	2
Education Department, to amount of grant towards rebuilding Boys' College	2,500	0	0	Swimming-bath	163	9	4
Government subsidy on donation from Nelson College Old Boys' Association	100	0	0	New latrines	306	12	2
Donations from Nelson College Old Girls' Association	72	0	0	Grounds—Gravelling and laying out	390	19	1
Government subsidy on ditto	49	0	0	Furniture, Boys' College	680	6	6
Balance in bank, 31st December, 1906	18	11	10	Furniture, Girls' College	130	8	8
Bank overdraft, 31st December, 1907 .. £4,723 16 3				Furniture, College house	13	2	6
Add unpaid cheques .. 39 3 7	4,762	19	10				
	£19,899	4	2		£19,899	4	2

JAMES BLAIR, Secretary.

We hereby certify that we have examined the foregoing accounts, and compared them with the several vouchers relating thereto, and have found them correct.—JOHN KING, R. CATLEY, Auditors.

GREYMOUTH HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance, 31st December, 1906	1,341	5	7	Management—			
Westland School Commissioners	50	0	0	Office salary	20	0	0
Interest	63	8	5	Legal expenses	10	0	0
				Bank charges	0	10	0
				Balance, 31st December, 1907	1,424	4	0
	£1,454	14	0		£1,454	14	0

W. R. KETTLE, Chairman.
R. F. DANIEL, Acting-Secretary.

Examined and found correct, subject to following remarks: The officer of the Audit Department appointed to examine the accounts reports: "I found that the Secretary had left the Board's service to take a position at Charleston, but there was not a single entry in his cash-book for the year. After searching the books and papers, and making up his accounts, I found that he had overdrawn his salary by £10 during the current year. The Board has decided to grant their former Secretary £10 for extra services for past years, obtain his acquittance, but retain the amount as a refund to meet the overpayment."—J. K. WARBURTON, Controller and Auditor-General.

HOKITIKA HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	1,510	15	5	Management—			
Current income from reserves	24	15	0	Office salary	15	15	0
Interest on moneys invested and on unpaid purchase-money	59	5	0	Other office expenses	3	4	0
Paid by School Commissioners	100	0	0	Teachers' salaries and allowances (grant to Westland Education Board)	100	0	0
				Fencing, repairs, &c.	13	18	3
				Miscellaneous (rates, &c.)	16	10	2
				Balance at end of year	1,545	8	0
	£1,694	15	5		£1,694	15	5

H. L. MICHEL, Chairman.
CHAS. KIRK, Secretary.

Examined and found correct, subject to same remarks as made on balance-sheets of previous years, that the Hokitika Borough debentures and the Kumara Borough debentures, in which school funds not set apart as a reserve fund are invested, are not securities in which the Governors are authorised by law to invest such school funds.—J. K. WARBURTON, Controller and Auditor-General.

RANGIORA HIGH SCHOOL.

Staff.

Mr. T. R. Cresswell, M.A.; Miss C. S. Howard, M.A.; Miss I. M. Keith, M.A.; Mr. J. Lash; Sergeant-major Thompson.

1. REPORT OF THE BOARD OF GOVERNORS.

The work of the school has been carried on with gratifying success during the past year, and the Board has thanked the Principal and staff for the zeal and assiduity they have shown. The school has now an excellent reputation for thoroughness and efficiency, and attracts scholars from places as far distant as Oxford and Cheviot. Though very good work is being done in this school, it is being done under a decided handicap. The school buildings are unsatisfactory, and the revenue from endowment is exceedingly small, consequently both teachers and Board have been somewhat hampered. The Department has drawn attention to the need for a suitable building for teaching experimental science, but the Board is unable to do anything in this direction. The Board has, however, erected a new house for the headmaster, and thereby incurred a debt of £600.

That good work is being done in this school is proved by the Education Department's Inspector's report, which stated, "The work is performed with great interest by teachers and pupils alike, and the utmost good feeling prevails. The headmaster and his staff spare no pains to advance the intellectual and physical well-being of the pupils, and their hearty co-operation is the inevitable result."

As a number of scholars from a distance are now making use of the school and boarding in Rangiora, the Board is taking steps to arrange for a suitable school boardinghouse, which could be supervised and recommended by the headmaster.

Those pupils who entered for the annual examinations acquitted themselves well, and a larger number passed the Senior Free Place, the Civil Service, and Matriculation than in the previous year. One pupil, while still under thirteen and a half years of age, won the coveted Senior North Canterbury Board of Education Scholarship, with a high percentage of marks.

The engagement of an instructor in physical development has produced very satisfactory results.

The High School Cadet Corps continues to be a valuable auxiliary to the school-work, and the corps has been commended by the authorities for efficiency and marksmanship.

2. Work of the Highest and Lowest Classes.

Highest.—English—Grammar as for Junior University Scholarship; O. W. Holmes's Professor at the Breakfast-table; Shakespeare, Romeo and Juliet. French—Grammar as for Junior University Scholarship; Scribe, Le Verre d'Eau; Eugénie Grandet. Latin—Bradley's Arnold; Bryan's Prose; Cæsar, Book VII; Livy, Book XXI; Horace, Odes, III and IV; Cicero, Pro Milone. Arithmetic—As for Junior University Scholarship. Algebra—Baker and Bourne, to binomial theorem. Geometry—Baker and Bourne, Books I to IV. Trigonometry—Hall and Knight, to solution of triangles. Botany—As for Matriculation and Senior Civil Service. Roman History —Wells, as for Junior University Scholarship.

Lowest.—English—Nesfield, Part I; Scott, Richard of the Lion Heart; Macaulay, Lays of Ancient Rome. French—First Chardenal to exercise 150. Latin—Macmillan's First Course. Arithmetic—Pendlebury, 1–200. Geometry—Baker and Bourne, practical introduction, and propositions 1–15. Algebra—Baker and Bourne, to simultaneous equations. Botany—Murché, and notes.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	161	15	9	Management—			
Government capitation for free places ..	662	18	4	Office salary	15	15	0
Current income from reserves	189	6	4	Other office expenses	1	0	8
School fees	51	19	6	Teachers' salaries and allowances ..	613	9	0
				Prizes	8	10	0
				Class material	4	0	5
				Printing, stationery, and advertising ..	9	0	9
				Cleaning, fuel, light, &c.	30	17	8
				Site, buildings, furniture, &c.—			
				Installing gas	11	14	0
				Fencing, repairs, &c.	12	11	7
				Miscellaneous (rates, &c.)	9	12	10
				Interest on current account	0	3	6
				Other expenditure—			
				Drainpipes for reserve	1	10	0
				Bank charges, 10s.; cheque-book, 2s. 6d.	0	12	6
				Balance at end of year	347	2	0
	£1,065	19	11		£1,065	19	11

ROBERT BALL, Chairman.
C. I. JENNINGS, Treasurer.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

CHRISTCHURCH BOYS' HIGH SCHOOL.

Staff.

Mr. C. E. Bevan-Brown, M.A.; Mr. B. K. S. Lawrence, B.A.; Mr. W. Walton, B.A.; Mr. R. M. Laing, M.A., B.Sc.; Mr. A. Merton; Mr. R. Speight, M.A., B.Sc.; Mr. T. H. Jackson, B.A.; Mr. J. H. Smith, M.A.; Mr. T. W. Cane, M.A.; Mr. S. A. Clark; Mr. J. Cook; Mr. A. Merton; Sergeant-major Farthing; Mr. W. S. Malaquin; Mr. T. S. Tankard; Miss E. E. Digby.

1. Report of the Headmaster.

The school roll for 1907 was as follows: For the first term, 214; for the second term, 225; for the third term, 228. This number includes the Preparatory Division, which amounted in the three terms respectively to 18, 23, and 25. Included in the above number (228) for the third term there were 53 junior-free-place holders and 41 senior-free-place holders, and these have been with very slight variations the number of free-place holders throughout the year. Senior free places are held by boys who qualify for matriculation, or who pass the Junior Civil Service with credit if over sixteen, or the Senior Free Place Examination if under that age. One remarkable result of the system is the filling-out of the upper part of the school. This will be apparent from the following table, showing the numbers in our Upper Sixth, Lower Sixth, Upper Fifth, and Lower Fifth classes in the years 1904, 1905, 1906, and 1907. In the two latter years the school began to adopt the senior-free-place system.

	1904.	1905.	1906.	1907.
Upper Sixth	11	8	10	11
Lower Sixth	9	13	15	18
Upper Fifth	27	23	24	27
Lower Fifth	18	25	28	32

The numbers in these four classes (for mathematics and science) are likely to be still larger in 1908. This is as it should be in a school giving secondary education proper.

The specimens of drawing and woodwork at the recent Exhibition obtained distinction, especially the woodwork. At the special request of the Nelson Education Board, the woodwork exhibits were sent to Nelson, to be placed in their school museum.

In the examinations of December, 1906, 5 boys sat for Junior University Scholarships—1 obtained a Junior University Scholarship, 2 obtained National Scholarships, a fourth passed with credit, and a fifth qualified for Matriculation; 25 boys sat for Matriculation—19 passed and 6 failed; 34 boys entered for Junior Civil Service, and Senior Free Place Examinations—30 passed (24 with credit) and 4 failed; 2 boys passed the Senior Civil Service, 1 with distinction. The total number of boys examined by these examinations (University and Government) in December, 1905, was 32, as against 59 in December, 1906.

Influenza has greatly interfered with the school-work in the latter part of the year.

A notable distinction of the school has been the inclusion in the members of the recent scientific expedition to the southern islands of two masters of the school staff, Mr. R. M. Laing, M.A., and Mr. R. Speight, B.Sc. During their absence suitable substitutes were found.

There has been a large increase this year in the provision of bench accommodation for practical chemistry, nearly double the number taking it in 1907 as compared with 1906.

The Old Boys have so far raised £550 towards the cost of a new gymnasium; they hope to approach £600, up to which limit the Government has promised a pound-for-pound subsidy. The Board of Governors will pay the balance of the cost. Tenders are now being called for.

Among distinctions won by old boys in 1907 are the following: J. G. Lancaster, M.Sc., University of New Zealand; J. S. Monro and L. Hopkins, LL.B., University of New Zealand; J. A. Bartrum, B.Sc. and Senior University Scholarship in Physics; C. A. Cotton, B.Sc. and Sir George Grey Scholarship; two passed London Matriculation; five obtained the degree of M.B., Ch.B., New Zealand University.

I think the Education Department are to be congratulated in having provided a good examination for the middle forms of secondary schools by means of the Junior Civil Service and Free Place Examination; the University provides a test for the higher forms. Thus in great measure the old problem of providing for the examination of secondary schools has been solved.

I am of opinion that admission to junior free places is too easy, and that qualifications 2D and 2E should be abolished as regards secondary schools.

17th December, 1907. C. E. Bevan-Brown.

2. Work of the Highest and Lowest Classes.

Highest.—Latin—Cornelius Nepos, Lives of Miltiades and Epaminondas (Blackie and Co.); Livy, selected from Book XXI, Trayes (Bell and Co.); Horace, Odes, Book I, Macmillan's Elementary Classics; Epistles (Macmillan); selections, Ovid, Metamorphoses (Bell and Co.); Bradley's Arnold; Bradley's Aids to Latin Prose; Kennedy's Revised Latin Primer; Gepp and Haigh's Latin Dictionary; Robinson's First History of the Romans; Rivington's Class-book of Latin, Unseen, Book VI. English—Hamlet, Warwick Shakespeare (Blackie); Palgrave's Golden Treasury; Chaucer, Prologue (Blackie); Macaulay's First Chapter (Blackie); Nesfield's Manual; Nesfield's Historical English; Essays from De Quincey (Blackie); Outline English Literature, Meiklejohn (Holden and Co.). French—Les Burgraves, Hugo (Pitt Press); Advanced French Composition, Duhamel (Rivingtons); Contes Choisis, Siepmann, by Coppée (Macmillan); Longmans' Advanced French, Unseen (Bertenshaw). Mathematics—Borchardt and Perrot's Trigonometry; Todhunter and Loney's Algebra; Elements of Applied Mathematics (Jessop, Bell); Hall and Stevens's School Geometry, Parts I to VI (Macmillan); Hogben's Trigonometry Tables; Pendlebury's Arithmetic. Science—Advanced Inorganic Chemistry (Theoretical) (Bailey, London, W. B. Clive). Gymnastics, Scripture, Greek.

Lowest.—Latin—Elementa Latina (to end of Active Verbs); Scalæ Primæ; Shorter Latin Primer (for revision of verbs). English—Ivanhoe, abridged (Longmans); Lyra Heroica (The Revenge, &c.); Nesfield's Outlines; parsing notes; dictation, composition, parsing, analysis (four forms of predicate and easy subordinate clauses); also one of the sixpenny editions in Lower IV list to be read at home per term. History—First Book of British History (Tout); Longmans' Historical Series for Schools, Book I. Geography—Longmans' Geographical Series, Book II; Mathematical and Physical Geography. French—Siepmann's Primary French Course, first year, oral French. Mathematics—New School Arithmetic; Pendlebury's (Bell and Sons), without answers; Tots and Mental Arithmetic; Practical Exercises in Geometry (Eggar, Macmillan). Nature-study—Miall's Object-lessons, Vol. i. Art—Same as Lower III, but more advanced, and with addition of elementary model-drawing. Writing—Twice a week. Gymnasium—Two lessons a week. Singing—Twice a week. Scripture.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	615	4	7
Government grants for sites, building, furniture, &c.	61	15	4
Government capitation—			
For free places	410	6	8
Under Manual and Technical Instruction Regulations	13	15	0
Current income from reserves	3,578	19	10
School fees—			
Main School..	1,091	8	6
Preparatory department	190	0	0
Interest on current account	20	10	4
	£5,982	0	3

Expenditure.	£	s.	d.
Management—Office salaries	200	0	0
Teachers' salaries—			
Main School..	3,788	5	2
Preparatory School	190	0	0
Examiners' fees	2	2	0
Other examination expenses	8	11	0
Scholarships	15	0	0
Prizes	30	6	7
Class material	31	10	9
Printing, stationery, advertising, and books	91	2	5
Advertising (Preparatory School) ..	2	10	0
Cleaning, fuel, light, &c.	63	4	9
Maintenance of classes for manual instruction..	52	15	8
New works	13	8	6
Repairs, fittings, &c.	235	16	4
Miscellaneous—Insurance	19	9	3
Other expenditure—			
Inspecting reserves	130	16	9
Interest on Loan of £5,000	200	0	0
Grants to Sports Fund and cadet corps ..	85	0	0
Expenses connected with endowments ..	13	12	3
Rent of playground	63	11	2
Sundries	49	2	0
Balance at end of year	695	15	8
	£5,982	0	3

G. W. Russell, Chairman.
A. Cracroft Wilson, Registrar.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

CHRISTCHURCH GIRLS' HIGH SCHOOL.

Staff.

Miss M. V. Gibson, M.A.; Miss C. K. Henderson, B.A.; Miss M. Bell-Hay; Miss F. Sheard, M.A. B.Sc.; Miss K. Gresson, M.A.; Mrs. C. V. Longton, M.A.; Miss E. T. Crosby, B.A.; Miss G. E. Greenstreet, B.A.; Miss M. F. Barker, M.A.; Miss L. E. Bing, B.A.; Sergeant-major Farthing; Miss N. Gard'ner; Miss A. Rennie; Miss H. L. Smith; Miss E. Easterbrook; Miss E. Burns.

1. Report of the Lady Principal.

As was anticipated, the school-work this year has been carried on under very considerable difficulties, owing to the extension and alteration of the building.

In the first term the classes were held in the old part of the school, which was more crowded than ever, and, and in spite of all possible arrangements made by the architect and builder, there was much unavoidable disturbance. Oral lessons had frequently to be absolutely suspended. The Exhibition traffic passing the doors added to the general distraction.

During the months of February and March advantage was taken of the nearness of the Exhibition, and the special concessions made for school classes, to pay several visits during school hours to the more specially educational courts. The classes visited these in rotation, and the officials in charge gave up a great deal of valuable time explaining the various exhibits, their kindness making the Exhibition visits both enjoyable and instructive.

The foundation-stone of the extension of the building was laid by the Hon. George Fowlds, Minister of Education, on Thursday, the 28th March, in the presence of the Chairman of the Board of Governors, several members of the Board, the Lady Principal, teaching staff and pupils of the school, and a few visitors, including Mr. Charles Lewis, M.P., and Mr. A. E. G. Rhodes, former Chairman of the Board of Governors.

At the beginning of the second term it was necessary to move some of the classes. Two fair-sized rooms were obtained in an empty house in Chester Street, and classes were carried on there. This necessitated a good deal of passing to and fro on the part of girls and teachers, and a considerable shortening of the teaching-time in consequence, but as the winter was fortunately a dry one no more serious inconvenience was incurred.

By the beginning of the third term the new staircase and two of the new class-rooms were available, and were put into temporary use while the other alterations were made, and the building was finished shortly before the close of the school year.

When the furniture and fittings are provided the school will have a fine assembly hall, five large class-rooms and four smaller rooms (accommodating in all some 240 pupils), a science-room, and a small library. In addition to wide corridors and a fine double staircase with a dividing handrail, two fire-escapes have been provided from the upper floor. The ventilation, heating, and lighting arrangements are all made on modern hygienic principles, and dual desks are provided.

There is not yet sufficient cloak-room accommodation, and the playground is wholly inadequate, being barely larger than the dimensions of the asphalt tennis-court, and shut off from the sun by the large brick building on the north. These are serious defects, especially in a girls' school, and call for improvement at as early a date as possible, as the evils will be doubled during the winter months.

The roll-number for the third term of 1906 was 189: the numbers for 1907 were—first term, 213; second term, 216; third term, 217. During the third term 39 pupils paid fees, 4 held school free places, 33 held senior free places, and 142 junior free places. There was no lower department.

Three teachers were absent on sick-leave during the year—one for two terms, one for a term and a half, and the third for two months. The health of the pupils during the first two terms was particularly good, but an epidemic of influenza has made the average attendance low for the third term.

The school was visited during the third term by Mr. T. H. Gill, M.A., LL.B., on behalf of the Inspector-General of Schools, and by Mr. Isaac, Inspector of Technical Classes.

The pupils of the school were unusually successful in the University examinations of December, 1906. Six sat for the Junior University Scholarship, and four were placed in the original Scholarship List, taking third, fourth, eleventh, and thirteenth places, while a fifth girl was third on the original Credit List. As the four winners of Junior University Scholarships were also the winners of the four Senior National Scholarships for the Province of Canterbury, a choice had to be made, and, two electing to take Senior National Scholarships, a vacant Junior University Scholarship was awarded to the pupil on the Credit List. This constitutes a record result for any girls' school in New Zealand.

Two pupils sat for Medical Preliminary, and both passed; 11 for Matriculation, and 10 passed; 17 for Junior Civil Service, and 12 passed, 10 being placed in the Credit List. Thirty-nine pupils entered for Senior Free Place Examination, and 16 passed, one heading the list for North Canterbury Board of Education scholarships.

The results of the Senior Free Place Examination, compared with the results of the University examinations, seem to show that the two-years course is not sufficient for the average child to thoroughly cover the work of the programme for the examination. This is particularly the case with the cleverer children taking the classical and mathematical course. When a modern language is studied in addition to Latin and mathematics and the compulsory subjects (arithmetic, English, and one subject out of the science group), three years is certainly required to do the work well. A bright pupil at a secondary school taking the above full course has less chance of passing the examination for Senior Free Place than a child of ordinary ability at a secondary or district high school who devotes the whole school-time to subjects for examination only. As both the Matriculation and University Degree Examinations require a wider range of subjects than the Senior Free Place Examination allows, the pupils looking forward to a University career are seriously handicapped during their first two years at school. The evil would be remedied entirely were the Junior Free Place, in the case of pupils taking classics and mathematics in addition to a modern language, extended to three years instead of two.

M. V. GIBSON.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Form VI, Upper—All work as for Junior University Scholarship Examination. Subjects—Mathematics, English, French, Latin, science (elementary botany), and physics (heat).

Lowest.—Form IV, Junior—The large majority of pupils in this form hold proficiency certificates for Standard VI. The work includes higher work than that of Standard VI in primary subjects and a first year's course in secondary subjects. Subjects—English (grammar, composition, literature); arithmetic; French; natural science (botany or physiology); history of England, or geography; geometry or shorthand, or extra spelling and writing; Latin, or book-keeping, or letter-writing; drawing (elementary design and colour-work): plain sewing or dress-cutting or cooking.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Government grants for sites, building, furniture, &c.	3,000	0	0	Balance at beginning of year	137	0	11
Government capitation—				Management—Office salaries	60	0	0
For free places	1,645	16	8	Teachers' salaries	1,984	16	2
Under Manual and Technical Instruction Regulations	45	17	2	Grant in aid to boardinghouse	50	0	0
Current income from reserves	288	7	2	Examiners' fees	3	3	0
Interest on moneys invested and on unpaid purchase-money	220	15	2	Other examination expenses	8	11	6
School fees	418	8	6	Scholarships	75	0	0
Fees for gymnastic class	5	10	0	Prizes	23	16	3
Voluntary contributions on account of general purposes of the school	12	18	0	Printing, stationery, advertising, and books	48	6	9
Other receipts—Proceeds from cooking class	8	11	1	Cleaning, fuel, light, &c.	21	9	4
Balance at end of year	18	3	6	Government grants for site, buildings, furniture, &c.	3,156	13	6
				Purchases and new works	29	14	11
				Fencing, repairs, &c.	9	12	8
				Miscellaneous—Insurance	8	18	5
				Other expenditure—			
				Inspection of reserves	6	12	0
				Expenses of cooking class	11	4	0
				Rent of sports-ground	2	0	0
				Rent of temporary class-rooms	11	5	0
				Sundries	16	2	10
	£5,664	7	3		£5,664	7	3

G. W. RUSSELL, Chairman.
A. CRACROFT WILSON, Registrar.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

CHRIST'S COLLEGE GRAMMAR SCHOOL.

Staff.

Rev. C. H. Moreland, M.A.; Rev. Canon F. A. Hare, M.A.; Mr. E. G. Hogg, M.A.; Mr. A. E. Flower, M.A., M.Sc.; Mr. E. Jenkins, M.A.; Mr. J. Monteath, B.A.; Mr. J. E. S. Dudding, M.A.; Mr. H. Hudson, B.A.; Mr. H. B. Lusk, M.A.; Mr. T. R. Southall; Mr. G. H. Merton, B.A.; Mr. C. L. Wiggins; Mr. A. J. Merton; Mr. J. M. Madden; Sergeant-major Farthing.

1. Work of the Highest and Lowest Classes.

Highest.—Work as for Junior Scholarships at the University of New Zealand.

Lowest.—Divinity—Ainslie's Gospel Lessons; Catechism, Mrs. Francis, to page 52. Reading and spelling—Royal Princess Reader, III. History—Blackwood's Stories. Geography—Zealandia, Parts I and II. Grammar and composition—Parts of speech; simple sentences; easy descriptive composition. Poetry and repetition—Selections from Children's Treasury, Part II. Arithmetic—Zealandia, Part II.

2. General Statement of Accounts for the Year ended 15th May, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Price of land sold (Capital Account)	100	0	0	Overdraft at beginning of year	315	14	5
Temporary investment repaid (Capital Account)	900	0	0	Cost of management	271	19	5
Current income—				Teachers' salaries and allowances	3,445	9	2
From land	2,017	17	6	Examiners' fees and other expenses	47	18	3
From scholarship endowments	722	15	2	Scholarships	665	4	6
Interest on moneys invested and on unpaid purchase-money	224	1	0	Prizes	47	12	1
School fees	3,049	10	6	Class material	1	8	3
Cadet fees	28	7	6	Printing, stationery, and advertising	95	14	1
Sundries, unclassified	7	11	11	Cleaning, fuel, light, &c.	192	2	7
Other receipts—Depreciation and sinking funds; transfer to Capital from Income (see *contra*)	178	11	3	Fencing, repairs, &c.	167	11	2
				Miscellaneous (rates, insurances, &c.)	64	0	0
				Interest on current account	28	4	9
				Endowments, Sales Account — Proceeds from sales invested	900	0	0
				Other expenditure—			
				Expenses connected with land estate	88	17	9
				Expenses connected with school chapel	24	12	7
				Boys' Games Fund	248	15	2
				Cadet Fund	28	7	6
				Depreciation and sinking funds (transfer; see *contra*)	178	11	3
				Balance at end of year	416	11	11
	£7,228	14	10		£7,228	14	10

C. Christchurch, Warden.
W. Guise Brittan, Bursar.

Examined and found correct.—A. A. M. McKellar, Auditor.

AKAROA HIGH SCHOOL.

General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	360	12	7	Office expenses	0	12	0
Current income from reserves	96	10	10	Prizes	6	10	0
Interest on moneys invested and on unpaid purchase-money	20	4	4	Printing, stationery, and advertising	1	17	6
				Fencing, repairs, &c.	10	0	0
				Miscellaneous (surveys, &c.)	10	10	0
				Paid North Canterbury Education Board—grant to District High School	50	0	0
				Balance at end of year	397	18	3
	£477	7	9		£477	7	9

H. C. Jacobson, Chairman and Secretary.

ASHBURTON HIGH SCHOOL.

Staff.

Mr. W. F. Watters, B.A.; Mr. E. T. Norris, M.A.; Miss F. E. Kershaw, M.A.; Miss M. Steven, B.A., B.Sc.

1. Report of the Board of Governors.

The *personnel* of the Board is as follows: Mr. D. Thomas (Chairman), His Worship the Mayor (Henry Davis, Esq.), and Messrs. M. Stitt, C. Reid, S. S. Chapman, J. Tucker, and W. B. Denshire. The Rev. G. B. Inglis and Mr. A. Orr having resigned, their places were filled by Messrs. J. Tucker and W. B. Denshire.

The Board held fifteen meetings, two of them special, the average attendance being six.

During the year the work has been carried on in an efficient manner. The staff has been altered by the resignation of the assistant master, Mr. C. F. Salmond, and the filling of the position by the appointment of Mr. E. T. Norris, M.A. Four pupils passed the Matriculation Examination, one pupil obtained a Senior Education Board Scholarship, and sixteen passed the Junior Civil Service Examination, nine passing with credit.

New School.—As stated in the last report, the new school was found not to be adequate and efficient for teaching the number of pupils attending the school. Additions are now nearing completion, consisting of a large assembly-room and a science-room, which will be sufficient for all requirements for some years to come.

School Attendance.—The roll-number of pupils attending the school is much the same as last year—viz., 100, with an average attendance of, say, ninety. The Board notes that a considerable number of pupils have not in the past availed themselves of the full two years' term of junior free place, but that this tendency is being corrected, and the Board expects that in future practically all pupils will continue for the full two years' term, and proceed to the Senior Free Place Examinations. The Board notes also that in this district the average age of passing the proficiency examination for the past four years is as nearly as possible 13 years 9 months. At the examinations in the centres are held during the months of July and August, the result is that a considerable proportion of pupils are over fourteen years of age on the 1st December preceding their admission to the secondary school, and thus are either debarred from obtaining their free place or have to be admitted to free places without bringing in capitation. The Board regards this as an argument for extending the age under which a properly qualified free pupil may be admitted to a free place—say, to fifteen years of age.

The Board also regrets the widespread ignorance of the conditions under which pupils may obtain these free places, and has now prepared a circular in which all these conditions are set forth up to the entry of the University colleges.

Classes in woodwork, cookery, and sewing have been held throughout the year.

The school was inspected in September by Mr. T. H. Gill, M.A., LL.B., Secondary School Inspector.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—VI—Nesfield's Grammar and Composition, to page 295, omitting chapters 25 and 27; Tennyson, Enoch Arden, Princess (Parts I–IV). Latin—VI—Cæsar, Gallic War, Book II; Cicero, De Amicitia, to end of chapter 11; Longmans' Latin Course. French—Chardenal's Second Course; Le Tour du Monde; sight translation, phonetic script. Arithmetic—Goyen, to page 300. Algebra—Hall and Knight, to end of chapter 29; graps, graphic methods of solving equations. Geometry—Baker and Bourne, I–IV; exercises from Hall and Stevens. Geography—Longmans' Series, Book II; as for Matriculation. Botany—Evans's Botany; the subject generally as for Matriculation. Drawing—Freehand, geometrical, and model as for Matriculation.

Lowest.—English—Nesfield's Grammar and Composition, to page 83; Goyen's Composition, to page 105; Scott's Ivanhoe (Longmans' abridged edition); Lay of Last Minstrel, to page 17 (Longmans' abridged edition); parsing, analysis, synthesis, essays. Latin—Scott and Jones's First Latin Course; Went's Facillima, to page 32; Fables of Orbilius, to page 17. French—Hogben's Méthode Naturelle, to page 77; conjugation of *être*, *avoir*, and regular verbs of first and second conjugations. Arithmetic—Goyen's Higher Arithmetic, to page 102. Algebra—Varley's Algebra for Junior Students, to page 100; fundamental rules; simple equatsions and problems; factors, H.C.F. and L.C.M., fractions. Geometry—Baker and Bourne, Book I and exercises to page 58. Botany—Evans's Botany, to page 200. Book-keeping—Grierson's Book-keeping, to page 71. Geography (commercial)—Lyde's Man and his Markets, to page 83. Drawing—Freehand and model. Sewing—Plain needlework. Woodwork—Department's first-year exercises. Cookery.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Government capitation—				Dr. balance at beginning of year	1,012	16	3
For free places	712	5	10	Management—			
Under Manual and Technical Instruction Regulations	81	13	0	Office salary	50	0	0
Current income from reserves	651	11	10	Other office expenses	2	12	4
School fees	42	0	0	Teachers' salaries and allowances	927	1	8
Other receipts—				Prizes	9	10	0
H. Friedlander, Esq., donation	50	0	0	Printing, stationery, and advertising	19	9	6
J. Studholme, Esq., donation	25	0	0	Cleaning, fuel, light, &c.	38	10	11
Exchange paid on cheque	0	0	6	Fencing, repairs, &c.	27	8	6
Dr. balance at end of year	735	18	11	Miscellaneous (rates, &c.)	23	4	2
				Interest on current account	63	18	0
				Other expenditure—			
				Bank charge, 10s., and exchange on cheque, 6d.	0	10	6
				Technical classes, £85; insurance, £5 10s.	90	10	0
				Gas Company, and water-supply, £7 16s.; R. Meechan, swimming instructor, £15 5s.	23	1	0
				C. W. Purnell, leases, £6 17s. 3d.; Sports Association, £3	9	17	3
	£2,298	10	1		£2,298	10	1

D. THOMAS, Chairman.
JOHN DAVISON, Secretary.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

TIMARU HIGH SCHOOL.

Staff.

Boys' School.—Mr. G. A. Simmers, M.A.; Mr. R. H. Rockel, M.A.; Mr. G. T. Palmer, M.A.; Mr. A. G. Johnson, B.Sc.; Mr. Frank Cameron.

Girls' School.—Miss B. M. Watt, M.A.; Miss J. Mulholland, M.A.; Miss O. Cunninghame, B.A.; Miss E. Reid.

1. REPORT OF THE BOARD OF GOVERNORS.

At the end of the year the members of the Board were, Messrs. W. B. Howell (Chairman), Charles Bowker, Robert Gillingham, John Jackson, B. R. Macdonald, James McCahon, F. A. Raymond, John Talbot, Dr. H. C. Barclay, and the Rev. G. Barclay. At the annual election in April the Ven. Archdeacon Harper, who was a valued member of the Board for many years and Chairman for some time, did not seek re-election, and his place was filled by Mr. F. A. Raymond.

The Board held six ordinary and three special meetings during the year, the average attendance of members being 7·3.

The school staffs are the same as at the beginning of the year, this being the first time for many years that no change of teacher has taken place during the twelve months. The Board has every reason to believe that, notwithstanding the absence of the headmaster through serious illness during practically the whole of the second term, the efficiency of the school was well maintained. Mr. Gill, Inspector of Secondary Schools, spent four days in the schools and reported favourably, stating that the work was proceeding in a highly satisfactory manner. The school is to be congratulated on winning two of the Senior National Scholarships at the end of the year.

During the year the Board, with a view of increasing the attendance, efficiency, and usefulness of the school, decided to erect a boardinghouse on the North Street site to accommodate boys from a distance. A building has been erected at a cost of over £2,500, with accommodation for about twenty-five boys, and this establishment will be under the direct control of the Rector. It is expected that this progressive policy of the Board will materially help in increasing the success and reputation of the school.

The number of pupils on the roll during the year was 167 (84 boys and 83 girls), of whom 140 were free and 27 paid fees. It will be seen from this that the school is becoming almost free. The regulations make the secondary schools as free as district high schools to those who have gained Standard VI certificate of proficiency, except that the number who are over fourteen years of age on the 1st December before entering is limited, and that the duration of the free place is limited to two years in the case of the secondary school. The selection of those who are to be given the privilege of free tuition when the number of applicants over fourteen is greater than 10 per cent. of the free pupils is so vexatious, and the number refused free places is so small, that the Government should consider the expediency of abolishing the fourteen-years limit altogether.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Boys' School: English—Low's English Language: Nesfield's Historical Grammar; Second Middle English Primer: Nichol's Composition (with "Exercises"); selections from Tennyson; The Mill on the Floss (Eliot): Twelfth Night (Shakespeare). German—Aue's Advanced Grammar; Buchheim's Composition: Peter Schlemihl (Camisso); Hermann and Dorothea (Goethe). Latin—Tutorial Latin Grammar (Clive); Macmillan's Latin Course, Part III; Walters's Hints and Helps in Continuous Latin Prose; Botting's Examination-papers in Latin (Methuen); Virgil, Georgic IV; Cicero, De Senectute; Watt and Hayes's Matriculation Selections (Clive); Synopsis of Roman History (Clive). French—Tutorial French Grammar (Clive); Tutorial French Prose Composition (Clive); Weekley's Class-work in French Composition (Clive); Higher French Reader (Clive); Jacob's French Examination-papers (Methuen). Mathematics—Junior Scholarship work; Hall and Stevens's Geometry; Pendlebury's Trigonometry; Hall and Knight's Algebra; Tutorial Algebra; Tutorial Arithmetic. *Girls' School:* English—Nesfield's Historical English Derivation; Great Authors, Part II; Second Middle English Primer; Shakespeare's Macbeth; Bacon's Essays; Tennyson's Maud. Latin—Bryan's Latin Prose Exercises; Arnold's Latin Prose Composition; Allan's Elementary Latin Grammar; Matriculation Selections from Latin Authors; Virgil's Æniced, Book V. French—Bué's Idioms; Gautier's Scenes of Travel; Marie Antoinette; Weekley's French Prose Composition; Wellington College Accidence. Mathematics — Pendlebury's Arithmetic: Borchardt and Perrott's Trigonometry; Hall and Stevens's Geometry, Books I to VI; Hall and Knight's Algebra. Botany--Study of Botany, by Dendy and Lucas; Aitken's Botany. Mechanics—Loney's Mechanics and Hydrostatics for Beginners. History—Creighton's History Primer, Rome; Wilkins's Primer of Roman Antiquities.

Lowest.--Boys' School: English—Nesfield's Outlines; Nesfield's Oral Exercises in Composition; Ivanhoe; Ancient Mariner. Latin—Bell's Concise Latin Course. French—Siepmann's Primary French Course; First Year. Mathematics — Hall and Stevens's Geometry, Parts I and II; Baker and Bourne's Algebra, Part I. Geography—Longmans' The World, No. 2: Electricity and Magnetism—Poyser's Magnetism and Electricity. Arithmetic—Pendlebury. Woodwork, and Woodwork-drawing. Book-keeping — Thornton's Elements. *Girls' School:* English — Outlines of English Grammar: Oral Exercises in English Composition: Kingsley's Heroes; The Globe Poetry Reader for Advanced Classes; Word Builder and Speller; Dickens's The Cricket on the Hearth. Latin—Bell's Scalæ Primæ: Bell's Concise Latin Course. French—Méthode Naturelle. Mathematics—Pendlebury's Arithmetic; Baker and Bourne's Algebra, Part I; Hall and Stevens's Geometry, Books I to IV. Botany—Youman's Botany. History—Struggle for Freedom. Geography--Longmans' Geographical Series, Book II, The World. Scripture—Life of Christ.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	2,186	17	10
Government grants for buildings, furniture, fittings, and apparatus for recognised school classes for manual instruction	14	17	8
Government capitation—			
For free places	696	4	11
Under Manual and Technical Instruction Regulations	65	0	0
Current income from reserves	2,018	2	7
Interest on moneys invested and on unpaid purchase-money	100	0	0
School fees	201	1	8
Interest on current account	25	0	0
Other receipts—			
Court fines (destruction of shed)	2	0	0
Sale of old building	4	15	0
Half-cost of fencing	13	18	9
	£5,327	18	5

Expenditure.	£	s.	d.
Management—			
Office salary	77	5	0
Other office expenses	24	8	4
Other expenses of management—			
Members' travelling-expenses	18	6	0
Endowments expenses	47	9	11
Teachers' salaries and allowances	2,022	14	10
Scholarships	38	13	4
Prizes	36	17	10
Material for classes other than classes for manual instruction—Class material	1	10	0
Printing, stationery, and advertising	58	18	7
Cleaning, fuel, light, &c.	103	9	11
Maintenance of classes for manual instruction	38	0	6
Government grants for site, buildings, furniture, &c.—Manual instruction	7	15	8
Purchases and new works	1,228	8	10
Fencing, repairs, &c.	41	15	8
Miscellaneous (rates, &c.)	27	7	6
Other expenditure—			
Refund of fees	9	0	0
School telephone	2	10	0
Balance at end of year	1,548	11	11
	£5,327	18	5

Wm. B. Howell, Chairman.
A. Bell, Secretary.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

WAIMATE HIGH SCHOOL.

1. Report of the Board of Governors.

The attendance, conduct, and progress of the High School pupils have been very satisfactory. Average attendance, 63·5. The headmaster, second master, and assistant teacher of the District High School have been subsidised by annual payment of £30 each by this Board, and one pupil-teacher's salary of £40 was paid to enable the headmaster to better attend to High School pupils.

The Board paid its scholarship-holders during the year—viz., 5 males and 5 females; and Matriculation Scholarship holders—2 males and 3 females: total, 15. At close of year 1907, examinations resulted in scholarship holders—9 males, and 5 females; Matriculation Scholarships, 1 male and 4 females: total, 19. Payments to these will be made in 1908.

Besides the payments of these scholarships, the Board pays half the cost of school-books for High School pupils.

The candidates for scholarships passed a very successful examination.

The Board paid a subsidy to the Technical Classes Association for the High School scholars.

Assistant Teacher Park was succeeded by Assistant Teacher C. Foweraker, and Additional Pupil-teacher Miss Waldie was succeeded by Miss Beckett.

The Board's office was changed from Waimate Courthouse, where the meetings of the Board were held from the establishment of the Board in 1883, to new office in Quinn's Arcade, Waimate, during last year. For this office the Board pays £10 a year rent, with cost of heating and lighting. The shifting of office and purchase of furniture caused an extra expenditure.

The Board suffered loss of one of its oldest and most attentive and efficient members by the death of the late Mr. George Manchester, who for many years sat as one of the representatives of Waimate County; Mr. N. M. Orbell was elected to fill the vacancy.

The members of the Board now are—Representatives of Waimate Borough, Rev. G. Barclay (Chairman), Mr. W. Coltman; Waimate County, Rev. A. S. Morrison, Mr. N. M. Orbell; South Canterbury Education Board, Dr. Barclay, Mr. W. B. Howell; Canterbury College Board of Governors, Mr. W. H. Beckett, Mr. J. Sinclair.

The income for the year 1907 was £525 5s. 5d., the expenditure £427 11s. 11d., as shown by the Audit certified statement for the year ended the 31st December, 1907. Board's assets, 31st December, 1907, £2,602 0s. 8d.; liabilities, £13 12s. 4d.

2. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.
Balance at beginning of year	2,480	13	6
Plus interest omitted to be shown previous year	4	1	8
Current income from reserves	391	5	8
Interest on moneys invested and on unpaid purchase-money	126	15	10
Interest on current account	3	11	5
Other receipts—			
Scholarship payment refund	1	5	0
Miscellaneous	2	7	6
	£3,010	0	7

Expenditure.	£	s.	d.
Management—			
Office salary, Secretary	20	0	0
Other office expenses — Postages, £1; minute-book and requisites, £1 13s. 2d.	2	13	2
Other expenses of management—Rent of office	2	10	0
Grant towards teachers' salaries and allowances	147	10	0
Examiners' fees and candidates' examination fees	27	6	0
Scholarships	121	5	0
Printing, stationery, and advertising	8	4	0
Cleaning, fuel, light, &c.	2	9	5
Books and stationery for sale to pupils, and other temporary advances	36	4	9
Fencing, repairs, &c.	30	0	8
Miscellaneous (rates, &c.)—Furniture	10	7	1
Interest on current account	0	8	6
Other expenditure—			
Legal expenses	14	2	10
Buggy-hire, carting, £1 17s.; valuer's fee, £2	3	17	0
Bank charge, 10s.; and exchange, 3s. 6d.	0	13	6
Balance at end of year	2,582	8	8
	£3,010	0	7

Geo. Barclay, Chairman.
G. H. Graham, Secretary.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

WAITAKI HIGH SCHOOL.

Staff.

Boys' School.—Mr. F. Miluer, M.A.; Mr. G. H. Uttley, M.A.; Mr. M. K. McCullooh, M.A.; Mr. D. S. Chisholm, M.A.; Mr. H. H. Allan, M.A.

Girls' School.—Miss C. Ferguson, M.A.; Miss V. M. Greig, M.A., B.Sc.; Miss A. C. Finlayson, M.A.; Miss A. Watt, B.A.; Miss M. G. McCaw; Sergeant-major Kiublewhite.

1. Report of the Board of Governors.

The Board of Governors beg to report that the schools have had another very successful and progressive year, pupils from many parts of the Dominion having been in residence during the year.

The Board, being brought face to face with the demand for admittance from all over the Dominion, decided to increase the capacity and efficiency of the school, and, with this object in view, have let contracts for additional class-rooms and dormitory accommodation, up-to-date laboratory, and gymnasium, at a cost, approximately, of £5,000. Notwithstanding the increased accommodation thus provided, all vacancies were filled for 1908 before the close of the year under review.

The Board of Governors thank the Minister of Education for a grant of £550 towards the cost of the laboratory and gymnasium, and hope he will make a further grant towards the cost of the new class-rooms, and lighten the heavy burden the Governors, through force of circumstances, were compelled to undertake.

2. Work of the Highest and Lowest Classes.

Highest.—Boys' School: Latin—Kennedy's Primer; Bradley's Arnold; Livy (Hannibalian War); Horace, Odes, Book I; Simpson's Cæsarean Prose; Rivington's Latin Unseens (Book XI). English—Skeat's Chaucer's Prologue; Nesfield's English Grammar Past and Present; Gwynn's Masters of English Literature; Shakespeare's Hamlet and Twelfth Night; Spenser's Faerie Queene (selections); Nichol's Primer of Composition. French—Wellington College French Grammar; Duhamel's Advanced French Prose; L'Abbé Daniel; miscellaneous readings. Mathematics—Hall and Stevens's Geometry, Baker and Bourne's Algebra, Borchardt and Perrott's Trigonometry, Borchardt and Perrott's Arithmetic, as for Junior University Scholarship. Science—Roscoe and Harden's Advanced Chemistry, Newth's Chemistry, Glazebrook's Heat, as for Junior University Scholarship. *Girls' School:* English—Morell's English Literature, supplemented by studies from Milton, Pope, Dryden, Gray, Coleridge, Byron, Wordsworth, Scott, Tennyson, and other poets; Sesame and Lilies (Ruskin); Chaucer's Prologue, Knight's Tale, &c.: Meiklejohn's Higher-grade English. Latin—Arnold's Latin Prose; Extracts from Ovid, Virgil, Cicero; miscellaneous sight translation. French—Chardenal's Advanced Course; Wellington College French Grammar; Vecqueray's Papers; Half-hours with French Authors; Le Verre d'Eau; Histoire d'un Paysan; Boielle's French Poetry. Science—Heat, as for Junior University Scholarship; botany, as for Junior University Scholarship. Mathematics (as for Junior University Scholarship)—Goyen's Arithmetic; Hall and Knight's Algebra; Hall and Knight's Trigonometry; Baker and Bourne's Geometry.

Lowest.—*Boys' School:* Latin—Haye's Junior Latin Course (Accidence, and exercises up to page 33). English—Meiklejohn's Spelling-list (to page 45); Dickens's Christmas Carol; Macaulay's Lay of Horatius; Dunlop's Grammar. French—Siepmann's First-year French Course. History—Oman's Junior History (from the Stuart Period); Synge's Awakening of Europe. Geography—Geikie's Primer of Physical Geography; Geikie's Primer of Geology. Mathematics—Baker and Bourne's First Algebra, to page 65; Hall and Stevens's Lessons in Experimental and Practical Geometry, to page 75; Tutorial Junior Arithmetic. Science—Physiology; Murché's Physiology; chemistry, Roscoe's Primer. *Girls' School:* English—Bowen's Selections of Prose and Poetry; Nesfield's Manual. Latin—Lessons from blackboard (no text-book). French—Bell's First French Course. Physiology—Murché's Physiology. Botany—As for Junior Civil Service. Geography—Longmans' Geography of the World; McDonald's New Zealand Geography; Lessons in Physiography. Arithmetic—Pendlebury's.

3. General Statement of Accounts for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	614	4	11	Management—			
Government capitation for free places	844	18	4	Office salary	120	0	0
Current income from reserves	1,575	17	7	Other office expenses	5	0	0
Paid by School Commissioners	181	18	3	Other expenses of management	34	0	0
School fees	470	0	0	Teachers' salaries and allowances	1,699	7	1
Cottage sold, and other refunds	21	14	6	Scholarships	3	10	0
Valuations	377	6	0	Prizes	5	5	0
				Printing, stationery, and advertising	25	0	5
				Cleaning, fuel, lighting, &c.	112	19	6
				Purchases and new works	357	18	10
				Fencing, repairs, &c.	221	10	6
				Miscellaneous (rates, &c.)	34	3	0
				Sales of leases, expenses	43	18	5
				Other expenditure—			
				Refunds	2	10	0
				Valuations paid	377	6	0
				School magazine	15	0	0
				Insurance	15	6	2
				Law-costs	13	18	10
				Valuator's fee	8	8	0
				Petty expenses	12	3	2
				Balance at end of year	978	14	8
	£4,085	19	7		£4,085	19	7

Donald Borrie, Chairman.
A. A. McKinnon, Secretary.

Examined and found correct.—J. K. Warburton, Controller and Auditor-General.

OTAGO BOYS' AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Mr. W. J. Morrell, M.A.; Mr. M. Watson, M.A.; Mr. J. Macpherson, F.E.I.S.; Mr. F. H. Campbell, M.A.; Mr. R. A. McCullough, M.A.; Mr. E. J. Parr, M.A.B.Sc.; Mr. J. Reid, B.A.; Mr. J. G. Fullarton, B.A.; Mr. H. Chapman; Mr. J. G. Paterson, M.A.; Mr. J. Hanna; Mr. R. Coghill; Mr. D. Sherriff.

Girls' School.—Miss M. E. A. Marchant, M.A.; Miss F. M. Allan, M.A.; Miss H. Alexander, B.A.; Miss S. C. C. McKnight, M.A.; Miss E. E. Little; Miss F. Campbell, M.A.; Miss L. A. N. Downes, M.A.; Miss M. W. Alves; Miss M. Salmond; Miss M. McLeod; Miss S. E. Albert; Mr. J. Hanna; Mr. W. E. Taylor, F.R.C.O.; Miss J. C. Longford.

1. Report of the Board of Governors.

In accordance with section 8 of "The Otago Boys' and Girls' High Schools Act, 1877," I have the honour to forward report of the Board of Governors for year ended 31st December, 1907.

The attendance at both of the schools has been satisfactory, and their efficiency, as evidenced by the results of the various competitive examinations, and the report of the Inspector of Schools, has been maintained, notwithstanding the disabilities incidental to the lack of modern school-furniture requirements and the condition of the girls' school building.

In view of the requirements of technical work, it is the intention of the Board to make an improvement in the equipment of the schools as soon as the state of its funds will permit.

The Board is pleased to learn from correspondence with the Secretary for Education that the Government will take into consideration, when the estimates for the current year are being prepared, the question of contributing towards the cost of a new building for the Girls' High School, and it earnestly hopes that Parliament will authorise the expenditure, as it is quite impossible to secure the efficiency of the school in the present building.

During the year an inspection was made by Mr. T. H. Gill, Inspector of Schools, who reported most favourably on the efficiency of the staff and the general work of the school, but called special attention to the disabilities referred to herein.

During the year the Board erected a concrete covered-in swimming-bath, 75 ft. by 25 ft., 6 ft. deep at one end and 3 ft. 6 in. at the other end. This bath is used by both schools, and will prove a most useful and important adjunct.

Annexed hereto are reports from the Rector of the Boys' High School and the Lady Principal of the Girls' High School for the year.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Boys' School: English—Shakespeare, King Henry V; Chaucer, Squire's Tale; Spenser, Faerie Queene, Book I; Milton, Paradise Lost, Book I; Pope, Essay on Criticism; Addison, Essay on Imagination; Nesfield's Historical English and Senior Composition. Latin—Livy, Book XXII; Horace, Epodes and Odes, Book II (selections); Virgil, Æneid, VI; sight translation, prose composition, and grammar papers; Roman History and Antiquities. French—Selections from various authors; composition, grammar, phonetics, &c. Mathematics—Arithmetic (whole subject); algebra, Hall and Knight, to permutations; geometry, Baker and Bourne, Books I–VII; trigonometry, Pendlebury. Science—Chemistry, the metals, revision of non-metals, elementary qualitative analysis; physics, heat. *Girls' School:* English—Chaucer, The Knightes Tale and part of The Prologue; Shakespeare, The Tempest, Twelfth Night, and Henry V; Spenser, Faerie Queene (part); Milton's Paradise Lost, Book IV (part) and Samson Agonistes; Historical English Grammar; composition, &c.; literature, general, with readings from modern poets. Latin—Livy, Book I, some chapters; Cicero, De Senectute; Horace, Odes Book III, Book IV two Satires; Juvenal, three Satires; Middleton's Latin Verse; Reid's Translation at Sight; composition, grammar, &c.; Roman History and Antiquities. French—Macmillan's Advanced Exercises; Wellington College Reader; Boïelle, poetry; Barlet and Masom, Higher French Reader; grammar, composition, &c.; Berthon, Specimens of Modern French Verse; Scribe, Le Verre d' Eau. Mathematics—Arithmetic, the whole subject; Algebra, to permutations and combinations, inclusive; Geometry, Euclid, Books I, II, III, V, VI, VII, Baker and Bourne; Trigonometry, Lock's Trigonometry, to solutions of triangles. Science—Botany, the morphology and physiology of the botanical types specified in the Junior Scholarship schedule; Physics, as defined in the Junior Scholarship schedule.

Lowest.—Boys' School: English—Longmans' Advanced Literary Reader; Hartley's Poetry Reader; Nesfield's Grammar Outlines and Oral Composition. English History—Ransome's Elementary History (IIIA) 1689–1901, (IIIB) 1689–1820. Geography—British Isles, Europe, Asia (Meiklejohn). Latin—Cæsar, Invasion of Britain; Welch and Duffield's Accidence; Allen's Exercises. French—Chardenal's First Course. Mathematics—Workman's School Arithmetic; Algebra, Hall and Knight, to simultaneous equations; Geometry, Baker and Bourne (IIIA) Books I and II, 1–4, (IIIB) Book I, with some omissions. Science—Elementary Physiology (Murché). Book-keeping—Thornton's Easy Exercises. *Girls' School:* English—Literature, Tennyson's Princess (part); Reader, Modern Authors; Grammar, Nesfield's Manual, parsing and analysis; Composition, Nesfield's Oral Exercises. French—Siepmann, Part I. Mathematics—Arithmetic, fractions, decimals, proportion, profit and loss, simple interest; Algebra, Hall and Knight, to simultaneous equations; Euclid, Baker and Bourne, Experimental Work, Book I. Science—Botany, structure of flowering plants.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	761	13	1	Management –			
Government capitation—				Office salaries	227	10	0
For free places	3,751	6	9	Other office expenses	34	17	6
Under Manual and Technical Instruction Regulations	7	11	0	Other expenses of management ..	10	0	0
Subsidy—Voluntary contributions ..	205	0	6	Teachers' salaries and allowances ..	4,945	4	5
Current income from reserves	2,208	18	6	Boarding-school account	61	10	5
Interest on moneys invested and on unpaid purchase-money	23	19	0	Laboratories	17	6	7
Paid by School Commissioners	475	5	0	Prizes	35	7	8
School fees	565	18	3	Insurance	37	6	8
Books, &c., sold, and other refunds ..	2	10	0	Printing, stationery, and advertising ..	127	17	2
Sale of material from cooking classes ..	2	1	0	Cleaning, fuel, light, and wages of two janitors	313	17	11
Voluntary contribution	208	17	0	Books for use of masters	5	3	4
Other receipts—				Maintenance of classes for manual instruction..	11	3	1
Valuation for improvements from incoming tenants	28	4	0	Government grants—			
Proceeds from sale of debentures ..	3,300	0	0	For site, buildings, furniture, &c. ..	205	0	6
Premium from sale of debentures ..	44	0	0	Manual instruction	25	12	0
From sinking fund to redeem debentures	176	17	7	Fencing, repairs, &c.	305	19	6
				Miscellaneous (rates, &c.)	58	10	0
				Buildings, equipments, &c., for manual instruction	447	16	0
				Interest on debentures	155	5	0
				Valuation for improvements to outgoing tenants	8	12	0
				Legal account	12	12	0
				Other expenditure—			
				Sundries and incidentals	19	14	1
				Expenses of leasing endowments ..	20	3	6
				Redemption of debentures due 1st March, 1907	3,500	0	0
				Balance at end of year	1,175	12	4
	£11,762	1	8		£11,762	1	8

J. R. SINCLAIR, Chairman.
C. MACANDREW, Secretary.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

SOUTHLAND HIGH SCHOOL.

Staff.

Boys' School.—Mr. T. D. Pearce, M.A.; Mr. J. Williams, B.Sc.; Mr. J. P. Dakin, B.A.; Mr. J. McKinnon; Mr. J. S. McGrath; Mr. J. Pow; Mr. J. G. Galloway; Mr. R. Brownlie; Mr. F. Brookesmith.

Girls' School.—Miss C. M. Cruickshank, M.A., M.Sc.; Miss M. B. Thomson, M.A.; Miss H. McKibbin, B.A.; Miss M. L. Wilkinson, B.A.; Miss M. H. McG. King, M.A.; Mrs. G. A. Turner; Mr. I. G. Galloway; Mr. F. Brookesmith.

1. REPORT OF THE BOARD OF GOVERNORS.

The Board of Governors of the Southland Boys' and Girls' High Schools has the honour to submit the following report for the year 1907:—

The Board.—At the close of the year the members of the Board were, Messrs. William Macalister, B.A., LL.B., Chairman, and I. W. Raymond (representatives of the Southland Education Board); Messrs. A. F. Hawke and John L. McG. Watson (nominees of the Government); and Mr. W. B. Scandrett (Mayor of Invercargill).

The Schools.—The Board has much pleasure in reporting that the work of both schools has been carried on successfully during the year, as is evidenced by the results achieved by pupils in the public examinations held in December, 1907; as well as by the favourable reports of the Education Department's Inspector of Secondary Schools, Mr. T. H. Gill, M.A., LL.B., and Mr. E. C. Isaac, Technical Inspector, both of whom visited the schools during the year, and inquired into the working and methods of teaching adopted therein.

Attendance of Pupils.—At the boys' school during the year the total enrolment of pupils numbered 172, of whom 113 held junior free places, 32 senior free places, and 27 were fee-paying pupils. At the girls' school the enrolment numbered 143, of whom 119 held free places and 24 paid fees. The attendance, as is usual, fell off slightly towards the close of the year, the principal cause being the demand for capable boys and girls for service in various capacities.

Buildings.—For some years prior to 1907 the efficiency of both schools was seriously impaired, or, at least, carried on amidst uncongenial surroundings, by the lack of sufficient accommodation for the largely increased attendance, due to the influx of pupils caused by the operation of the free-place regulations. The Board had perforce to face the position, and, after long and serious consideration, resolved to erect a new and up-to-date building for sole use as a girls' high school. To this end a site of three-quarters of an acre on the eastern boundary of the town, and contiguous to the public reserves (largely utilised as a playground by the girls), was secured by the assistance of the Government. Plans were then prepared by Mr. C. H. Roberts, architect, for a suitable building of two stories, with all the latest improvements for lighting, ventilation, heating, and sanitary service, and a contract entered into with Mr. Malcolm Robertson for its erection at an approximate cost of £6,500. Towards this amount the Government voted a sum of £2,500. A further sum of £2,500 was borrowed from the Bluff Harbour Board, and the work was proceeded with and finished towards the close of the preceding year. Simultaneously with the erection of the girls' new school the Board entered into another contract for the erection of additions to and certain alterations and renovation of the old building previously occupied by both boys and girls. This work, which was completed at a cost of about £1,500, the Board felt to be absolutely essential to the comfort and convenience of the pupils in attendance as well as the teaching staff.

To successfully finance these important undertakings was the problem which the Board had, and has still, to face. Up to the close of the year the Board had met all its financial obligations, and now looks hopefully to the future, and expects, unless unforeseen demands for further expenditure should arise, to gradually extinguish its indebtedness.

The work of both schools is now carried on amid almost ideal sanitary and other conditions.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Boys' School: English—Authors, Chaucer, Milton, Tennyson, Shakespeare (selections); Historical English Grammar; composition; literature. Latin—Authors read, Livy, Virgil, Horace (selections); Unseens in Prose and Verse; grammar; prose composition; history; antiquities. French—Authors read, Selections in Prose and Verse; grammar; prose composition. Mathematics—Forms VI and V—Arithmetic, algebra, geometry, trigonometry, to Junior Scholarship standard: Form IV—Geometry, Godfrey and Siddons, Books I–V; algebra, outlines, to permutations and combinations; trigonometry, to end of sine S + sine T formulæ; arithmetic, general. Science—VI and V—Chemistry, inorganic; metals and non-metals; magnetism and electricity, to Junior Scholarship standard; to Matriculation standard (Form IV); practical work, qualitative to quantitative analysis. *Girls' School:* English—English grammar and composition for Matriculation and Junior University Scholarship: Julius Cæsar; Macaulay's Essay on Milton; Burke's Reflections. Latin—Tacitus, Germania, to chapter 25; Horace, Odes, Book I, 1–29: Cicero De Amicitia, 1–17; Allen's Latin Grammar: Exercises from Bradley Arnold: Roman History and Antiquities. French—Wellington College Grammar; phonetics; Bué's Idioms; Le Roi des Montagnes; Corneille's Cenna; Molière's Avare: composition; Fasnacht (selections); Fédérer (selections). Mathematics—Arithmetic, the whole subject, Workman: Algebra, VI *a*, Hall and Knight, to permutations and continuations; algebra, VI *b*, Hall and Knight, to indices: geometry, VI *a*, Godfrey and Siddons, Parts I and II, Hall and Stevens, Book VI: VI *a*, Godfrey and Siddons, Parts I and II: trigonometry, Lock's Trigonometry: Botany, as for University Scholarship and Matriculation: Heat, University Scholarship, Glazebrook and Deschanel.

Lowest.—Boys' School: English—Authors read, Macaulay's Clive, Laureata; grammar, composition, and spelling. Geography—Physical. English History—Ransome's Elementary Course. Latin—Welch and Duffield's Accidence; Latin Reader, Cæsar's Invasion of Britain; composition. French—Beuzemaker's First French Course; grammar; and poems (Louis A. Barbé). Non-Latin—

Book-keeping and commercial arithmetic; mensuration; European history. Non-French—Book-keeping, commercial arithmetic, and woodwork. Mathematics—Arithmetic (the whole subject); mental; algebra, to H. C. factor; geometry, Godfrey and Siddons, Books I and II. Science—Elementary physics; elementary chemistry. *Girls' School:* English—Nesfield's Grammar; extracts from Temple Reader; Colman's Poetry; Westward Ho!; spelling, composition, analysis; Meiklejohn's Spelling. French—II, Méthode Naturelle, to page 73; grammar; and all irregular verbs at end; I, Méthode Naturelle, to page 55; grammar, pages 141–159, and 164 following; II and I, Scenes from Child-life. Latin—Morris's Elementa Latina, to end of regular verbs. Mathematics—Arithmetic, Loney's Arithmetic; algebra, Longman, to factors; geometry, Godfrey and Siddons, Practical and Theoretical to theorem 15. Botany—General structure of flowers, leaves, roots, items. History—Struggle for Freedom. Geography—The World and its People. Sewing, drawing, cooking, singing.

3. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1907.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	3,239	8	11	Management—			
Government capitation—				Office salary	35	0	0
For free places	2,412	4	2	Other office expenses	61	16	0
Under Manual and Technical Instruction Regulations	126	6	1	Teachers' salaries and allowances ..	2,449	15	10
Current income from reserves	1,225	1	6	Physical instructor's salary	150	0	0
Paid by School Commissioners	311	19	10	Printing, stationery, and advertising ..	119	8	11
School fees	387	3	4	Cleaning, fuel, light, &c.	258	18	5
Interest on credit balances	27	18	10	Maintenance of classes for manual instruction	79	0	0
Other receipts—				Site, buildings, furniture, &c.—			
Rents from freeholds	21	0	5	Girls' new school	2,276	12	7
Gymnasium subsidies	125	0	0	Boys' school, additions and alterations ..	1,676	7	3
Donations towards providing fives-courts	70	0	0	Furniture and fittings	193	19	4
Special loan from Bluff Harbour Board ..	700	0	0	Fencing, repairs, &c.	165	1	6
				Miscellaneous (rates, &c.)	22	9	10
				Interest on loan	108	8	2
				Part repayment of loan	500	0	0
				Other expenditure—			
				Chemicals and apparatus	64	12	9
				Athletics	2	2	0
				Sundry expenses	28	19	3
				Balance at end of year	453	11	3
	£8,646	3	1		£8,646	3	1

W. MACALISTER, Chairman.
JNO. NEILL, Secretary.

Approximate Cost of Paper.—Preparation, not given; printing (2,100 copies), £30 12s. 6d.

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NEW ZEALAND.

Schools

Education.

Education Department
Wellington, 190

FEB 2 1909

1908.
NEW ZEALAND.

EDUCATION:
SUBSIDIES TO PUBLIC LIBRARIES

(PAPERS RELATING TO DISTRIBUTION OF).

[In continuation of E.-13, 1907.]

Presented to both Houses of the General Assembly by Command of His Excellency.

I.—EXTRACT from *New Zealand Gazette*, 7th November, 1907.

Education Department,
Wellington, 6th November, 1907.

NOTICE is hereby given that the sum of £8,000 has been voted by Parliament for distribution to public libraries.

The distribution will take place on the 4th February, 1908, and no claim will be entitled to consideration that shall not have been sent in in due form and received by the Secretary for Education, Wellington, on or before the 27th January, 1908.

1. A library to be entitled to a subsidy must be public in the sense of belonging to the public, and of not being under the control of an association, society, or club whose membership is composed of a section of the community only, and if within a borough it must be open to the public free of charge. The receipts for the year from subscriptions and donations must not have been less than £2, exclusive of moneys received from endowments, or from Government, or from Borough or County Councils, or for special building purposes, or as rent, hire, or consideration for the use of any room, or building, or land belonging to the institution, in respect of none of which will subsidy be allowed. The *net* proceeds of concerts, lectures, or other entertainments on behalf of the current expenses of the library will be regarded as voluntary contributions. A subsidy will not be given to more than one library in the same town.

2. In the division of the vote a nominal addition of £25 will be made to the amount of the income of each library derived from subscriptions, donations, and rates, and the vote will be divided according to the amounts thus augmented; but no library will receive credit for a larger income than £75—that is, in no case will the augmented amount on which distribution is based exceed £100.

3. The whole of the subsidy must be expended without delay in the purchase of books for the library.

4. Application to share in the distribution must be by means of a statutory declaration by the Chairman, or Secretary, or Treasurer of the institution on behalf of which it is made, and must be accompanied by a statement of the receipts and expenditure of the institution for the year ending on the 31st day of December, 1907; and *such declaration must be on the form provided for the purpose*, which form shall be as follows:—

DECLARATION.

I, [*Name*], of [*Place of abode*], [*Occupation*], do solemnly and sincerely declare that I am Chairman [*or* Secretary, *or* Treasurer] of the [*Name of institution*]; that during the year ending on the 31st day of December, 1907, the receipts of the aforesaid institution for the maintenance of the library only were as follows: From rates levied by a local governing body under "The Public Libraries Act, 1869," or "The Municipal Corporations Act, 1900," pounds shillings and pence; from the subscriptions of members, pounds shillings and pence; and from voluntary contributions other than members' subscriptions, pounds shillings and pence; that the library is public in the sense of belonging to the public, and is not under the control of an association, society, or club whose membership is composed of a section of the community only; that the information hereinafter furnished by me in the appendix hereto is correct in every particular; that the abstract of accounts is a true statement of the receipts and expenditure of the institution for the year herein specified; that the whole of the subsidy received during the year was expended in the purchase of books for the library; *and that by the rules of the library it is open to the public free of charge.*

And I make this solemn declaration conscientiously believing the same to be true, and by virtue of an Act of the General Assembly of New Zealand intituled "The Justices of the Peace Act, 1882." (Signature.)

Declared at , this day of , 190 , before me— , Justice of the Peace [*or* Solicitor, *or* Notary Public].

[Here affix and cancel a stamp at 2s. 6d.]

[NOTE.—The words relating to last year's subsidy and to free admission may be struck out if they are not applicable. The words in brackets are not part of the form, but indicate matter to be inserted or substituted.]

Copies of the form of application may be obtained from the Secretary for Education, Wellington, and from the Secretary of any Education Board.

GEO. FOWLDS,
Minister of Education.

II.—EXTRACT from the THIRTY-FIRST ANNUAL REPORT of the MINISTER OF EDUCATION.

By a vote of last session a sum of £3,000 was again granted for subsidies to public libraries. Notice thereof was inserted in the *Gazette* of the 7th November, 1907, and forms of application were sent to all libraries known to the Department. The method of distribution of the vote was the same as that adopted in previous years — viz., a nominal addition of £25 was made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was divided according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. In accordance with the *Gazette* notice, the day appointed for the distribution of the subsidy was the 4th February, 1908, and the amount of the vote was divided among the 417 libraries from which applications, each accompanied by a statutory declaration on the proper form, had been received at that date. The vote, as thus dealt with, afforded a subsidy of 3s. 5·49d. in the pound on the nominal income, and the subsidies ranged from £4 13s. 4d. to £17 5s. 6d.

The number of libraries participating in the vote shows a decrease of five as compared with the number aided in the previous year. In order that the purpose intended to be served by the vote may be attained, it is made a condition for participation that the whole of the subsidy granted to each library in the previous year shall have been expended in the purchase of books.

The following table shows the distribution according to the education districts:—

SUMMARY OF DISTRIBUTION OF PUBLIC LIBRARIES SUBSIDY.

Education Districts.	Number of Libraries.	Income.	Income upon which Subsidy is based.	Subsidy.
		£ s. d.	£ s. d.	£ s. d.
Auckland	104	2,840 11 10	4,072 19 5	703 15 9
Taranaki	15	371 17 6	691 9 11	119 8 9
Wanganui	33	1,489 13 9	1,494 3 11	258 1 3
Wellington	21	4,360 10 4	1,088 7 11	187 19 10
Hawke's Bay	27	1,095 16 7	1,304 13 0	225 6 3
Marlborough	5	158 13 5	262 15 5	45 7 7
Nelson	26	800 12 4	1,169 17 4	202 1 0
Grey	4	348 1 6	297 10 6	51 7 9
Westland	5	81 8 3	206 8 8	35 12 9
North Canterbury	65	1,773 5 3	2,516 2 3	434 10 9
South Canterbury	23	515 9 3	1,014 1 9	175 3 1
Otago	53	787 17 0	2,003 7 0	345 19 2
Southland	36	346 15 0	1,246 15 0	215 6 1
Totals	417	14,970 12 0	17,368 11 8	3,000 0 0

III.—LIST showing DISTRIBUTION of SUBSIDY in Detail.

[The word "Income" here means income from rates, subscriptions, and donations, and net proceeds of lectures, entertainments, &c. for the year 1907.]

AUCKLAND.

Library.	Income.			Subsidy.		
	£	s.	d.	£	s.	d.
Arapohue	2	2	6	4	13	9
Aratapu	10	13	0	6	3	3
Auckland	1,296	7	10	17	5	6
Awanui	3	6	2	4	17	10
Awitu	6	6	2	5	8	2
Bombay	5	18	0	5	6	10
Cambridge	75	4	0	17	5	6
Dargaville	41	0	6	11	8	1
Dome Valley	2	7	6	4	14	8
Drury	2	10	0	4	15	1
Fairburn	5	2	5	5	4	2
Gordon Settlement	4	17	6	5	3	4
Hamilton	108	19	9	17	5	6
Helensville	10	11	6	6	2	11
Hoteo North	2	2	0	4	13	8
Howick	15	15	0	7	0	10
Hukanui	7	16	6	5	13	5
Huntly	30	15	4	9	12	8
Kaeo	7	10	0	5	12	4
Kaitaia	9	17	0	6	0	6
Kamo	16	7	6	7	2	11
Katikati	17	10	7	7	6	11
Kaukapakapa	4	3	4	5	0	10
Kawakawa	17	4	6	7	6	0
Kawhia	5	17	0	5	6	9
Kohukohu	47	1	0	12	8	11
Kuaotunu	2	15	0	4	15	11
Lucas Creek	3	9	0	4	18	4
Mahurangi	16	17	0	7	4	7
Mangapai	6	6	0	5	8	2
Mangapehi	12	2	0	6	8	3
Mangapiko	3	7	6	4	18	1
Mangonui	7	0	0	5	10	8
Mareretu	2	10	0	4	15	1
Matakohe	2	3	6	4	14	0
Matamata	8	9	0	5	15	8
Maungakaramea	4	7	6	5	1	7
Maungaturoto	7	6	3	5	11	8
Morrinsville	12	5	0	6	8	9
Ngaruawahia	13	0	0	6	11	4
Ohaeawai	6	15	0	5	9	9
Omaha	5	0	0	5	3	9
Onehunga	123	15	2	17	5	6
Onewhero	21	0	6	7	19	0
Opotiki	39	8	9	11	2	8
Opouriao	11	9	6	6	6	1
Otahuhu	19	17	0	7	15	0
Otorohanga	6	2	6	5	7	7
Oxford	6	10	0	5	9	0
Paeroa	28	12	0	9	5	4
Papakura	5	10	0	5	5	6
Paparoa	5	15	6	5	6	5
Parua Bay	3	16	6	4	19	8
Paterangi	3	9	6	4	18	6
Pirongia	5	9	6	5	5	4
Pokeno	2	2	6	4	13	10
Pongakawa	3	5	0	4	17	9
Port Albert	8	11	0	5	15	11
Pukekawa	3	3	0	4	17	4
Pukekohe East	2	0	0	4	13	4
Pukekohe West	15	14	0	7	0	9
Punakitere	3	0	6	4	16	11
Raglan	8	5	6	5	15	0
Rawene	4	7	6	5	1	7
Rodney	2	1	0	4	13	7
Rotorua	56	9	3	14	1	7
Ruatangata	8	13	0	4	19	0
Russell	3	15	3	4	19	4
Takapuna	7	5	6	5	11	7
Tapuhi	3	13	0	4	19	0
Tauhoa	23	13	3	8	8	0
Taupo	10	11	9	6	2	10
Tauranga	41	11	4	11	10	0
Te Arai and Mangawai	2	14	0	4	15	9
Te Aroha	5	11	6	5	5	9
Te Aroha West	5	2	0	5	4	0
Te Awamutu	34	12	2	10	5	11
Te Kopuru	10	8	6	6	2	5
Te Kuiti	14	7	0	6	16	0
Te Puke	22	19	9	8	5	9
Te Rore	5	10	7	5	5	5
Te Uku	2	5	0	4	14	2
Thames	138	5	8	17	5	6

AUCKLAND—*continued.*

Library.	Income.			Subsidy.		
	£	s.	d.	£	s.	d.
Tuhikaramea	3	10	0	4	18	6
Turua	8	15	6	5	16	7
Waiharara	14	7	6	6	16	0
Waihi	25	13	6	8	15	0
Waikiekie	4	5	0	5	1	1
Waikino	38	12	6	10	19	9
Waikumete	6	12	6	5	9	3
Waimamaku	2	13	2	4	15	7
Wainui	2	6	6	4	14	5
Waipapakauri	12	9	7	6	9	6
Waipu	6	10	0	5	8	10
Wairere	2	5	6	4	14	3
Wairoa South	10	13	6	6	3	2
Waiwera, Upper	8	3	6	5	14	8
Whakapirau	4	0	0	5	0	3
Whakatane	8	15	0	5	16	7
Whangarei	58	16	4	14	9	7
Whangarei Heads	2	7	6	4	14	8
Whangaroa	5	2	6	5	4	1
Whitford	2	13	0	4	15	6
Whitianga	15	5	0	6	19	0
Total	2,840	11	10	703	15	9

TARANAKI.

Library.	Income.			Subsidy.		
	£	s.	d.	£	s.	d.
Huirangi	3	0	0	4	16	9
Inglewood	42	6	11	11	12	7
Lepperton	4	0	0	5	0	3
New Plymouth	117	16	9	17	5	6
Ngaire	17	4	6	7	5	10
Oakura	4	17	0	5	3	2
Opunake	11	12	8	6	6	6
Pihama	6	0	0	5	7	1
Puniho	4	5	6	5	1	2
Rahotu	5	12	6	5	5	9
Stratford	47	2	6	12	9	2
Tikorangi	7	11	4	5	12	5
Urenui	6	11	6	5	9	0
Waitara	87	10	10	17	5	6
Warea	6	5	6	5	8	1
Total	371	17	6	119	8	9

WANGANUI.

Library.	Income.			Subsidy.		
	£	s.	d.	£	s.	d.
Alton	18	19	6	7	11	11
Apiti	6	15	0	5	9	8
Ashhurst	19	12	0	7	13	11
Auroa	3	5	0	4	17	7
Awahuri	12	3	1	6	8	3
Beaconsfield	2	3	0	4	13	10
Bunnythorpe	23	7	5	8	7	2
Cheltenham	3	16	0	4	19	5
Clifton	18	8	0	7	9	10
Eltham	16	0	6	7	1	8
Foxton	57	9	3	14	4	10
Hawera	194	3	6	17	5	6
Hunterville	14	8	11	6	16	3
Hurleyville	3	0	0	4	16	9
Kaponga	17	5	0	7	5	11
Kimbolton	15	15	0	7	0	8
Makino	2	17	0	4	16	3
Manaia	29	2	0	9	6	11
Mangamahu	7	14	8	5	13	1
Mangaweka	29	2	0	9	6	11
Manutahi	3	0	6	4	16	10
Marton	70	9	1	16	9	8
Maxwelltown	3	0	0	4	16	9
Ngamatapouri	6	2	6	5	7	6
Ngaputahi	5	0	0	5	3	8
Palmerston North	453	9	4	17	5	6
Patea	11	10	6	6	6	1
Pohangina	7	15	0	5	18	1
Rangiwahia	12	2	6	6	8	3
Turakina	8	0	0	5	14	0
Upper Kawhatau	7	17	6	5	18	7
Waitotara	8	3	0	5	14	6
Wanganui	397	17	0	17	5	6
Total	1,489	13	9	258	1	3

III.—LIST showing DISTRIBUTION of SUBSIDY in Detail—*continued.*

Library.	Income. £	s.	d.	Subsidy. £	s.	d.
WELLINGTON.						
Carterton	39	0	6	11	1	2
Eketahuna	18	3	1	7	9	0
Featherston	57	14	10	14	5	10
Greytown	58	14	3	14	9	2
Karori	11	5	0	6	5	2
Lower Hutt	49	15	0	12	18	2
Makairo	3	7	6	4	18	1
Makara	2	15	0	4	15	11
Mangatainoka	8	14	1	5	16	4
Martinborough	11	0	0	6	4	4
Masterton	271	16	9	17	5	6
Nireaha	4	0	0	5	0	3
Ohariu	4	4	0	5	0	11
Otaki	32	18	0	10	0	0
Pahiatua	37	3	6	10	14	9
Petone	44	3	6	11	19	0
Porirua	2	17	2	4	16	4
Shannon	8	10	0	5	15	8
Wellington	3,675	5	8	17	5	6
Weraroa	9	14	6	5	19	11
Whareama	9	8	0	5	18	10
Total	4,360	10	4	187	19	10
HAWKE'S BAY.						
Dannevirke	201	19	10	17	5	6
Eskdale	5	7	6	5	4	11
Frasertown	16	13	0	7	3	9
Hastings	261	8	6	17	5	6
Havelock	7	8	2	5	11	11
Kaikora	8	14	6	5	16	5
Kumeroa	3	7	6	4	18	0
Makotuku	6	17	0	5	10	0
Maraekakaho	7	5	0	5	11	5
Mohaka	6	10	0	5	8	9
Norsewood	27	13	6	9	1	11
Ongaonga	10	1	6	6	1	0
Ormondville	10	1	6	6	1	0
Port Awanui	19	19	0	7	15	3
Rakauroa	5	0	0	5	3	8
Takapau	21	2	6	7	19	3
Tamumu	2	10	0	4	15	0
Taradale	4	1	0	5	0	5
Te Araroa	12	12	0	6	9	10
Te Karaka	61	11	6	14	19	2
Turanganui	227	15	3	17	5	6
Wainui	6	1	0	5	7	3
Waipawa	33	9	6	10	2	0
Waipukurau	27	13	0	9	1	10
Wairoa	25	5	0	8	13	7
Weber	23	19	0	8	9	2
Woodville	51	10	4	13	4	3
Total	1,095	16	7	225	6	3
MARLBOROUGH.						
Blenheim	95	18	0	17	5	6
Havelock	22	13	6	8	4	7
Picton	23	14	8	8	8	3
Seddon	5	0	0	5	3	8
Ward	11	7	3	6	5	7
Total	158	13	5	45	7	7
NELSON.						
Appleby	4	4	6	5	1	0
Brightwater	17	6	2	7	6	1
Burnett's Face	37	15	9	10	16	9
Clifton Terrace	3	2	6	4	17	2
Denniston	67	14	6	16	0	5
Dovedale	2	0	6	4	13	5
Foxhill	2	13	6	4	15	6
Granity	39	2	6	11	1	6
Hampden	2	2	6	4	13	9
Lyell	16	14	4	7	4	0
Millerton	69	3	0	16	5	3
Motupipi	4	9	0	5	1	9
NELSON—*continued.*						
Nelson	170	6	6	17	5	6
Reefton	26	2	6	8	16	7
Riwaka	10	13	3	6	3	1
Sarau	5	6	0	5	4	8
Seddonville	9	7	0	5	18	8
Stanley Brook	5	19	6	5	7	0
Stoke	4	3	9	5	0	10
Takaka, Lower	10	2	6	6	1	4
Takaka, East	2	10	0	4	15	0
Tapawera	11	10	10	6	6	2
Waimangaroa	6	2	6	5	7	6
Waimea South	2	5	9	4	14	3
Westport	260	8	6	17	5	6
Richmond	9	5	0	5	18	4
Total	800	12	4	202	1	0
GREY.						
Brunner	37	3	0	10	14	7
Greymouth	188	10	0	17	5	6
No Town	10	7	6	6	2	2
Runanga	112	1	0	17	5	6
Total	348	1	6	51	7	9
WESTLAND.						
Hokitika	36	5	0	10	11	6
Kumara	8	2	6	5	14	5
Okuru	2	12	0	4	15	4
Rimu	13	5	0	6	12	1
Stafford	21	3	9	7	19	5
Total	81	8	3	35	12	9
NORTH CANTERBURY.						
Akaroa	26	6	0	8	17	2
Ashburton	37	19	0	10	17	5
Ashley	2	5	0	4	14	2
Belfast	12	18	6	6	11	0
Brookside	2	10	0	4	15	0
Burwood	5	8	0	5	5	0
Chertsey	4	5	0	5	1	1
Cheviot	22	6	3	8	3	4
Christchurch	957	3	0	17	5	6
Clarkville	2	10	0	4	15	0
Courtenay	3	15	0	4	19	3
Cust	20	9	7	7	17	2
Dunsandel	49	12	3	12	17	9
Ellesmere	4	0	6	5	0	4
Eyreton	17	9	0	7	6	8
Eyreton West	7	11	0	5	12	4
Flaxton	3	17	6	4	19	9
Glentunnel	8	15	5	5	16	7
Green Park	4	1	0	5	0	5
Greta Valley	4	7	6	5	1	5
Halswell	8	2	0	5	14	4
Hororata	6	9	0	5	8	7
Islington	34	6	4	10	4	11
Kaikoura	27	12	6	9	1	9
Kaiapoi	17	14	6	7	7	6
Killinchy	10	18	0	6	4	0
Kowai North	7	15	0	5	13	3
Lakeside	2	2	6	4	13	9
Le Bon's Bay	4	5	0	5	1	1
Leeston	12	7	0	6	9	0
Lincoln	6	12	9	5	9	3
Little River	16	15	0	7	4	2
Loburn North	4	5	0	5	1	1
Lyttelton	32	7	6	9	18	2
Marshland	2	12	0	4	15	4
Mayfield	4	5	0	5	1	1
Mount Somers	8	10	0	5	15	8
Okain's Bay	13	11	0	6	13	1
Oxford	13	11	0	6	13	1
Papanui	7	19	0	5	13	10
Pigeon Bay	3	0	6	4	16	10
Prebbleton	4	11	3	5	2	1
Rangiora	39	3	0	11	1	7
Riccarton	4	7	6	5	1	6
Saltwater Creek	6	10	0	5	8	9

III.—List showing Distribution of Subsidy in Detail—*continued*.

Library.	Income. £	s.	d.	Subsidy. £	s.	d.
North Canterbury—*continued*.						
Southbridge	9	5	0	5	18	4
Southbrook	4	16	0	5	2	11
South Rakaia	13	2	6	6	11	8
Spotswood	6	10	0	5	8	9
Springston	23	2	10	8	6	3
St. Albans	17	14	6	7	7	6
Sumner	47	15	4	12	11	3
Tai Tapu	4	8	6	5	1	8
Templeton	4	7	6	5	1	6
The Peaks	3	0	0	4	16	9
Tuahiwi	15	9	4	6	19	8
View Hill	7	10	0	5	12	3
Waiau	5	2	6	5	4	1
Waikari	6	1	6	5	7	4
Wakanui	7	1	0	5	10	9
Waltham	40	14	0	11	6	10
Waterton	8	17	0	5	17	0
Weedon's	2	5	0	4	14	2
Woodend	8	1	9	5	14	4
Woolston	40	19	2	11	7	9
Total	1,773	5	3	434	10	9
South Canterbury.						
Fairlie	24	3	6	8	9	11
Geraldine	43	17	3	11	18	0
Glenavy	2	10	0	4	15	0
Gleniti	4	15	0	5	2	10
Hunter	20	16	7	7	18	3
Makikihi	3	6	5	4	17	10
Nukuroa	16	9	9	7	3	4
Otaio	3	10	0	4	18	5
Otaio, Upper	3	5	0	4	17	7
Pareora	3	11	6	4	18	8
Pareora East	27	8	9	9	1	2
Pleasant Point	26	2	7	8	16	7
Rangitata	6	1	0	5	7	3
Redcliff	14	3	3	6	15	4
St. Andrew's	4	15	6	5	2	10
Sutherland's	4	0	0	5	0	3
Temuka	60	13	2	14	15	10
Timaru	151	7	6	17	5	6
Waihao Downs	2	13	0	4	15	6
Waihaorunga	13	5	6	6	12	2
Waimate	55	6	0	13	17	4
Waitohi Flat	7	5	6	5	11	6
Winchester	16	2	6	7	2	0
Total	515	9	3	175	3	1
Otago.						
Alexandra	13	17	6	6	14	3
Allanton	4	1	0	5	0	5
Awamoko	6	4	8	5	7	11
Balclutha	32	10	8	9	18	7
Beaumont	4	7	5	5	1	6
Caversham	9	12	6	5	19	7
Clinton	13	16	2	6	13	11
Clyde	14	5	0	6	15	7
Cromwell	22	19	0	8	5	8
Dunrobin	5	12	6	5	5	9
Enfield	6	7	11	5	8	5
Green Island	13	12	0	6	13	3
Highcliff	2	0	0	4	13	4
Hillend	4	5	0	5	1	2
Kakanui	7	11	3	5	12	5
Kurow and Hakataramea	22	3	6	8	2	11
Kyeburn	5	8	0	5	5	0
Lawrence	45	8	0	12	3	2
Livingstone	3	6	0	4	17	9
Lower Harbour	4	13	0	5	2	5
Maerewhenua	3	10	0	4	18	5
Miller's Flat	4	16	0	5	2	11

Library.	Income. £	s.	d.	Subsidy. £	s.	d.
Otago—*continued*.						
Mornington	8	17	6	5	17	0
Mosgiel	10	18	6	6	4	1
Naseby	17	7	6	7	6	4
Ngapara	27	3	0	9	0	2
North-east Harbour	3	7	0	4	17	11
North-east Valley	7	0	0	5	10	7
Oamaru	184	10	0	17	5	6
Otepopo	9	12	3	5	19	7
Otiake	5	15	6	5	6	3
Outram	8	6	0	5	14	11
Owaka	8	5	0	5	14	9
Palmerston	15	5	0	6	19	0
Papakaio	10	5	0	6	1	9
Patearoa	2	4	0	4	14	0
Portobello	4	12	6	5	2	4
Port Chalmers	35	12	6	10	9	4
Pakeuri	6	2	0	5	7	5
Rae's Junction	4	6	6	5	1	4
Ravensbourne	10	13	6	6	3	2
Roxburgh	16	10	0	7	3	3
Stirling	38	12	11	10	19	10
Taieri Beach	5	1	0	5	3	10
Tapanui	8	12	4	5	16	1
Toiro	9	16	0	6	0	2
Waihemo	2	5	0	4	14	2
Waihola	7	9	0	5	12	1
Waikoikoi	3	11	0	4	18	7
Waikouaiti	30	2	6	9	10	5
Waitahuna	8	12	6	5	16	1
Waitati	15	1	2	6	18	4
Waiwera	11	13	3	6	6	7
Total	787	17	0	345	19	2
Southland.						
Arrowtown	6	1	0	5	7	3
Calcium	3	0	0	4	16	9
Colac Bay	5	5	0	5	4	6
Drummond	4	12	6	5	2	4
Edendale	4	10	6	5	2	0
Ferndale	4	16	3	5	2	11
Gibbston	2	12	6	4	15	5
Glenorchy	7	2	6	5	11	0
Gore	63	16	6	15	6	10
Groper's Bush	3	2	6	4	17	2
Heddon Bush	5	8	0	5	5	0
Kelso	4	13	1	5	2	5
Kennington	9	2	0	5	17	10
Knapdale	4	3	9	5	0	11
Limehills	4	16	0	5	2	11
New River Valley	8	0	0	5	14	0
Niagara	5	18	0	5	6	9
Ocean Beach	18	18	3	7	11	8
Orepuki	5	7	6	5	4	11
Otama	4	16	0	5	2	11
Pembroke	6	7	0	5	8	3
Pukerau	4	5	6	5	1	2
Queenstown	12	8	6	6	9	2
Round Hill	2	5	0	4	14	2
Seaward Downs	6	18	0	5	10	2
Skipper's	20	6	6	7	16	6
Spring Bank	5	5	4	5	4	6
Thornbury	36	14	1	10	13	0
Tuturau	4	16	6	5	3	0
Underwood	10	10	0	6	2	7
Waianiwa	4	0	0	5	0	3
Waikaia	14	16	6	6	17	6
Waikaka Siding	2	11	3	4	15	2
West Plains	2	10	0	4	15	0
Winton	15	12	0	7	0	2
Wyndham	21	7	0	8	0	0
Total	346	15	0	215	6	1

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NEW ZEALAND.

EDUCATION:

TEACHERS' SUPERANNUATION FUND.

Laid before Parliament in pursuance of the Act.

SECOND REPORT OF THE BOARD CONSTITUTED BY "THE TEACHERS' SUPERANNUATION ACT, 1905."

For Year ending 31st March, 1908.

Wellington, 13th July, 1908.

The Board has to submit the following report for the year ending 31st March, 1908.

The number of contributors to the fund on the 31st March, 1908, was 2,882, being an increase of 70 above the number on the register on the 31st March, 1907. Of this number, 2,505 were original members and 377 ordinary members—that is, persons who were first permanently employed after the date of the coming into operation of the Act. Details are given in the following table:—

A. Statement of Membership as from the 1st January, 1906.

Original Members.			Ordinary Members.			Total Number at End of Year.	
Admitted.	Left.	Number at End of Year.	Admitted.	Left.	Number at End of Year.	Number.	Year ending.
2,720	127	2,593	219	..	219	2,812	31st March, 1907.
50	138	2,505	197	39	377	2,882	„ 1908.

It is found on comparison of the number of *original* contributors at the 31st March, 1907, with the number as at 31st March, 1908, that, as a net result of the admissions to and withdrawals from the fund during the year, there is a decrease of 27 contributors whose contributions were at the rate of 5 per cent., 21 at 6 per cent., 16 at 8 per cent., 11 at 9 per cent., and 17 at 10 per cent.; while there was an increase of 4 at 7 per cent.: the net totals showing a *decrease* of 88 in the number of original contributors. A similar comparison of the number of *ordinary* contributors shows a net increase of 120 at 5 per cent., 11 at 6 per cent., 9 at 7 per cent., 11 at 8 per cent., 3 at 9 per cent., and 4 at 10 per cent.: a total net *increase* of 158 ordinary members. It will be observed that the decrease relates to "original" members on account of whom a greater liability is attached to the fund than in the case of ordinary members. Details are given in the following table:—

B. Statement of Contributors on the Register as at 31st March, 1908, grouped according to Rate of Contribution per Cent. of Salary.

Contribution per Cent. of Salary (Date when First Contribution became payable).	Original Members.			Ordinary Members.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
5	361	554	915	91	171	262	452	725	1,177
6	175	239	414	10	25	35	185	264	449
7	212	197	409	10	24	34	222	221	443
8	181	115	296	10	12	22	191	127	318
9	145	71	216	5	11	16	150	82	232
10	229	26	255	7	1	8	236	27	263
Totals ...	1,303	1,202	2,505	133	244	377	1,436	1,446	2,882

The aggregate annual rate of salaries of the contributors to the fund on the 31st March, 1908, was £446,607, as compared with £426,855 as at the end of the previous year, and the annual rate of contributions increased from £32,048 to £32,870, the actual amount of contributions received during the year being £32,676. Details are given in the following table:—

C.—STATEMENT OF CONTRIBUTORS showing Annual Rates of Salaries and Contributions as at 31st March, 1908.

—	Number.			Annual Salary.	Annual Contributions.
	M.	F.	Total.		
				£ s. d.	£ s. d.
Contributors at 31st March, 1907 ...	1,427	1,385	2,812	426,855 0 0	32,048 0 0
New contributors entered during the year	84	163	247	34,600 0 0	1,860 0 0
Increase in salaries and contributions by promotion during the year	...	...	...	14,446 0 0	914 0 0
Totals	1,511	1,548	3,059	475,901 0 0	34,822 0 0
Contributions discontinued during the year by resignations, &c.	50	91	141	19,595 0 0	1,363 18 0
Number of informal applications registered in error and now cancelled	25	11	36	...	...
Decrease in salaries and contributions during the year	...	...	...	9,699 0 0	588 0 0
Totals at 31st March, 1908 ...	1,436	1,446	2,882	446,607 0 0	32,870 2 0

D.—PROGRESS OF CONTRIBUTORS SINCE DATE OF ESTABLISHMENT OF THE FUND (1st January, 1906, to 31st March, 1908).

—	Number.			Annual Salary.	Annual Contributions.
	M.	F.	Total.		
					£ s. d.
Total entered (including increases in salary and contributions)	1,562	1,588	3,150	493,996	36,426 0 0
Total discontinued (including reductions in salary and contributions)	126	142	268	47,389	3,555 18 0
Total existing at 31st March, 1908 ...	1,436	1,446	2,882	446,607	32,870 2 0

The number of contributors to the fund who, having attained the statutory age of retirement, are still employed in the Education service shows a decrease of two since the end of the previous year:—

E.—CONTRIBUTORS OF THE STATUTORY AGE OF RETIREMENT.

Age: Years.	As at 31st March, 1908.			As at 31st March, 1907.		
	M.	F.	Total.	M.	F.	Total.
65–66	6	...	6	2	...	2
66–67	1	...	1	4	...	4
67–68	2	...	2	1	...	1
68–69	1	...	1	2	...	2
70–71	1	...	1	2	...	2
60–61	...	..	...	...	...	...
61–62	...	...	...	...	1	1
62–63	...	...	...	...	1	1
Totals	11	...	11	11	2	13

Particulars of retirements from the fund are given in Table I of the Appendix.

Of the number of contributors who retired during the year 24 (including 4 "medically unfit" cases) were granted annual allowances aggregating £1,389 10s. Six (6) widows and 8 children, the representatives of 6 contributors who died, were granted annual allowances (£212), and also a refund of the contributions (£132 9s. 9d.). The total number of retired contributors on account of whom annual allowances were granted during the year was therefore 30. Four (4) contributors whose length of service was not over fifteen years retired as being "medically unfit for further duty": In each of these cases, a sum equal to one-twelfth part of the total salary received by them during all the years of their service prior to the 1st January, 1906, was granted, together with a refund of their contributions to the fund. The total amounts were £212 10s. 1d. and £21 9s. 9d, respectively: total, £233 19s 10d. Seven (7) contributors died before entering upon pension, and their contributions to the fund, amounting to £87 4s. 3d., were paid to their legal representatives. To one hundred (100) contributors who voluntarily retired from the Education service before becoming entitled to participate in the benefits of the fund contributions amounting to £1,014 10s. 1d. were returned. The total number of contributors who retired from the Education service during the year was 141.

Particulars regarding the retiring-allowances current at the end of the year are given in Table 2 of the Appendix.

Five (5) pensioners died during the year, of whom 4 left widows, and 2 children under the age of fourteen years, to whom annual allowances were granted. Three (3) children attained the age of fourteen years, and their allowances consequently ceased.

The balance to the credit of the fund is £62,222 11s., and of this sum £48,100 has been invested on mortgage—£37,100 at 4½ per cent., and £11,000 at 5 per cent. The balance, £14,122 11s., bearing interest at 4 per cent., is awaiting investment by the Public Trustee.

GEO. FOWLDS,
Chairman of the Board.

APPENDIX.

1. PARTICULARS OF CONTRIBUTIONS DISCONTINUED during the Year ending 31st March, 1908.

How discontinued.	Number of Contributors.			Annual Rate at Date of Retirement.		Allowances granted.	
	M.	F.	Total	Salary.	Contributions.	Pensions: Annual Rate.	Other Payments (non-recurring).
By death before pension entered upon—				£	£ s. d.	£ s. d.	£ s. d.
Contributions paid to personal representative (section 15, (1))	2	5	7	989	72 11 0	...	87 4 3
Leaving widow or child (section 15, (2) and (3))	6	...	6	1,240	106 2 0	212 0 0	132 9 9
By voluntary retirement (section 14)	22	78	100	12,441	725 17 0	...	1,014 10 1
Medically unfit—							
(a.) Not over fifteen years' service (section 13, (1))	3	1	4	605	35 2 0	...	233 19 10
(b.) Over fifteen years' service (section 13, (2))	2	2	4	655	57 16 0	208 0 0	...
By retirement at pension age (section 12)	15	5	20	3,665	366 10 0	1,181 10 0	...
Totals	50	91	141	19,595	1,363 18 0	1,601 10 0	1,468 3 11

2. STATEMENT OF RETIRING-ALLOWANCES for the Year ending 31st March, 1908.

(1.)	(2.)				(3.) Details of Column (2).										
Particulars.	Total Retiring-allowances.				Section 12: On Attainment of Retiring-age.			Section 13, (2): Medically unfit.			Section 15, (2): Widows.		Section 15, (3): Children.		
	Number. M.	Number. F.	Total.	Amount.	Number. M.	Number. F.	Amount.	Number. M.	Number. F.	Amount.	Number.	Amount.	Number. M.	Number. F.	Amount.
				£ s. d.			£ s. d.			£ s. d.		£ s. d.			£ s. d.
Retiring-allowances at 31st March, 1907 ...	51	43	94	4,674 3 3	47	31	4,207 3 3	3	3	312 0 0	5	90 0 0	1	4	65 0 0
Retiring-allowances granted during the year at retirement of contributor	20	18	38	1,601 10 0	15	5	1,181 10 0	2	2	208 0 0	6	108 0 0	3	5	104 0 0
Retiring-allowances granted to widows and children of deceased annuitants	...	6	6	98 0 0	...	...	...	...	...	...	4	72 0 0	...	2	26 0 0
Total	71	67	138	6,373 13 3	62	36	5,388 13 3	5	5	520 0 0	15	270 0 0	4	11	195 0 0
Retiring-allowances discontinued during year*	5	3	8	311 2 4	4	...	220 2 4	1	...	52 0 0	...	...	...	3	39 0 0
Retiring-allowances existing at end of year	66	64	130	6,062 10 11	58	36	5,168 10 11	4	5	468 0 0	15	270 0 0	4	8	156 0 0

* *Particulars of Retiring-allowances discontinued during the Year.*

How discontinued—															
By death	5	...	5	272 2 4	4	...	220 2 4	1	...	52 0 0	...	...	...	...	...
By expiry	...	3	3	39 0 0	...	...	...	..	...	...	...	...	...	3	39 0 0
	5	3	8	311 2 4	4	...	220 2 4	1	...	52 0 0	...	...	...	3	39 0 0

Progress of Retiring-allowances since Establishment of the Fund to 31st March, 1908.

Total granted	71	67	138	6,373 13 3	62	36	5,388 13 3	5	5	520 0 0	15	270 0 0	4	11	195 0 0
Total discontinued	5	3	8	311 2 4	4	...	220 2 4	1	...	52 0 0	...	...	...	3	39 0 0
Total existing at 31st March, 1908 ...	66	64	130	6,062 10 11	58	36	5,168 10 11	4	5	468 0 0	15	270 0 0	4	8	156 0 0

3. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st March, 1908.

Receipts.	£ s. d.	£ s. d.	*Expenditure.*	£ s. d.
To Balance from 31st March, 1907 ..		34,733 16 2	Allowances	5,820 9 9
Contributions	£32,675 15 9		Contributions refunded	1,255 6 9
Overpayments to Fund Account	12 18 9		Commission	240 4 3
		32,688 14 6	Law-costs	12 12 0
Interest	1,478 0 5		Balance, Public Trustee	62,222 11 0
„ accrued ..	650 12 8			
		2,128 13 1		
		£69,551 3 9		£69,551 3 9

E. O. GIBBES,
Secretary for Education.
F. K. DE CASTRO,
Chief Clerk and Accountant, and Secretary to Teachers' Superannuation Board.
Education Department, Wellington, 25th June, 1908.

Examined and found correct—J. K. WARBURTON, Controller and Auditor-General.

4. RETURN OF ANNUITANTS DECEASED as at end of March, 1908, and ANNUAL RATE OF ALLOWANCES granted to the Widows and Children.

Annuitant.	Annual Rate of Lapsed Pension.	Annual Rate of Allowance to Widows and Children.	Date of Death of Annuitant and Payment of Benefits to Widow, &c.	Refund of Contributions.
	£ s. d.	£		
1. J. H. Bamfield ...	60 0 0	18	October, 1907 ...	...
2. A. Dawson	52 0 0	18	July, „ ...	...
3. R. H. Ferguson ...	52 0 0	18	August, „ ...	...
4. R. B. Heriot	56 2 4	...	April, „ ...	...
5. G. W. Potts and two children	52 0 0	18 26	May, „ ...	...
	272 2 4	98	...	...

5. RETURN OF WIDOWS AND CHILDREN as at end of March, 1908, WHO CEASED TO BE ENTITLED TO BENEFITS.

Name.	Widow or Child.	Annual Rate of Allowance.	Date of Termination of Payment of Allowance.	Remarks.
		£		
1. Betsy M. Duthie ...	Child ...	13	April, 1907 ...	Attained 14 years of age.
2. Ethel M. Bramley ...	„ ...	13	July, 1907 ...	„
3. Mary Lucy Mackay ...	„ ...	13	November, 1906	„
Total	...	39		

6. RETURN OF PERSONS (66 Males and 64 Females) IN RECEIPT OF ANNUAL ALLOWANCES as at end of March, 1908.

A. *Allowances granted under Section 12 of the Act to Contributors who reached the Retiring-age.*

Name.	Occupation.	Annual Rate of Allowance.
Males.		£ s. d.
1. Baldwin, John ...	Teacher, North Canterbury Education Board ...	92 11 1
2. Bannerman, William ...	„ Otago Education Board	52 0 0
3. Barton, James ...	„ „ „	52 0 0
4. Bedford, Bernard S. ..	„ Auckland Education Board	52 0 0
5. Bissell, Edward ...	„ Hawke's Bay Education Board	52 0 0
6. Boyd, Donald ...	Truant Officer, Southland Education Board ...	52 0 0
7. Browne, A. A. ...	Assistant Truant Officer, Wanganui Education Board	58 19 9
8. Brownlee, Thomas ...	Teacher, Marlborough Education Board	52 0 0
9. Butcher, Anthony G. ...	„ Taranaki Education Board	52 0 0
10. Dale, Joseph	Janitor, Timaru High School	52 0 0
	Carried forward	567 10 10

RETURN OF PERSONS IN RECEIPT OF ANNUAL ALLOWANCES—*continued.*

A. Allowances granted under Section 12 of the Act—continued.

Name.	Occupation.	Annual Rate of Allowance.		
		£	s.	d.
	Brought forward	567	10	10
11. Duncan, William ...	Teacher, Southland Education Board	52	0	0
12. Dyer, Henry H. ...	„ Wellington Education Board	52	0	0
13. Dyer, Robert C. ...	„ Auckland Education Board	52	0	0
14. Everiss, George ...	„ Marlborough Education Board	52	0	0
15. Fannin, George T. ...	Secretary to Hawke's Bay Education Board ...	52	0	0
16. Ferguson, William ...	Teacher, Otago Education Board	52	0	0
17. Field, John L. ...	„ Southland Education Board	52	0	0
18. Gerring, Albert ...	„ Auckland Education Board	52	0	0
19. Gillman, Alfred I. ...	„ North Canterbury Education Board ...	52	0	0
20. Glenny, Joseph ...	„ Auckland Education Board	52	0	0
21. Goodwin, John S. ...	Inspector, Auckland Education Board	101	10	0
22. Gover, Frederick ...	Teacher, Wellington Education Board	52	0	0
23. Grant, James ...	„ Taranaki Education Board	52	0	0
24. Gribble, Charles ...	„ Auckland Education Board	52	0	0
25. Hardie, George ...	„ Southland Education Board	52	0	0
26. Hardie, C. J.	„ Wellington Education Board	77	15	4
27. Hassing, G. M. ...	„ Southland Education Board	52	0	0
28. Howard, Charles C. ...	„ Marlborough Education Board	68	8	2
29. Ingpen, Ernest H. ...	„ Hawke's Bay Education Board	52	0	0
30. Ingpen, E. L. ...	„ Wanganui Education Board	52	0	0
31. Johnston, Robert ...	„ Wellington Education Board	52	0	0
32. Kilburn, Joseph ...	„ Southland Education Board	52	0	0
33. Lee, Wesley	„ Auckland Education Board	52	0	0
34. Macbeth, J. J. ...	Clerk, North Canterbury Education Board ...	52	0	0
35. McDonald, Kenneth ...	Teacher, Southland Education Board	52	0	0
36. McFarlane, Peter G. M.	„ North Canterbury Education Board ...	52	0	0
37. Maddison, John ...	„ „ „ ...	52	0	0
38. Malcolm, Andrew ...	„ Hawke's Bay Education Board	52	0	0
39. Matthews, E. W. D. ...	„ Native school	52	0	0
40. Menzies, George ...	„ Otago Education Board	52	0	0
41. Milne, William ...	„ „ „	85	4	5
42. Mulhern, John ...	„ Native school	52	0	0
43. Murdoch, James ...	„ Southland Education Board	52	0	0
44. Nicholls, Alfred ...	„ North Canterbury Education Board ...	56	5	9
45. Peterson, William ...	„ Southland Education Board	52	0	0
46. Pole, R. P.	„ North Canterbury Education Board ...	52	0	0
47. Porritt, Thomas, Rev. ...	„ Wellington Education Board	52	0	0
48. Reid, James	„ Otago Education Board	89	0	11
49. Schmidt, Peter E. ...	Architect to North Canterbury Education Board ...	52	0	0
50. Scholes, Abraham ...	Teacher, North Canterbury Education Board ...	52	0	0
51. Scott, James	„ South Canterbury Education Board ...	52	0	0
52. Smith, John	Secretary to Marlborough High School, Secretary to Marlborough Education Board	78	19	10
53. Stewart, Alexander ...	Teacher, Otago Education Board	88	6	0
54. Stewart, Washington ...	„ Wanganui Education Board	55	9	8
55. Taylor, William N. ...	„ North Canterbury Education Board ...	52	0	0
56. Ward, Joseph ...	„ Marlborough Education Board	52	0	0
57. Ward, William ...	„ „ „	52	0	0
58. Young, Henry	„ Native school	52	0	0
	Total	£3,296	10	11
Females.				
1. Anderson, Barbara C. ...	Teacher, Auckland Education Board	52	0	0
2. Anderson, Elizabeth ...	„ Native school	52	0	0
3. Barton, Annie ...	„ Auckland Education Board	52	0	0
4. Batten, Annie E. ...	„ Westland Education Board	52	0	0
5. Beale, Arundel M. ...	„ Auckland Education Board	52	0	0
6. Beattie, Jane, Mrs. ...	„ Native school	52	0	0
7. Blythe, Sarah F. ...	„ Wanganui Education Board	52	0	0
8. Bullock, Julia W., Mrs.	„ North Canterbury Education Board ...	52	0	0
9. Christie, Catherine W. ...	„ Native school	52	0	0
10. Dement, M. A. ...	„ Nelson Education Board	52	0	0
11. Dunning, E. L. ...	„ Auckland Education Board	52	0	0
12. Francis, C. A., Mrs. ...	„ Wellington Education Board	52	0	0
13. Goulding, Jane E. ...	„ Auckland Education Board	52	0	0
14. Greensill, Susan M., Mrs.	„ Native school	52	0	0
15. Haughton, S. E. J., Mrs.	„ North Canterbury Education Board ...	52	0	0
16. Haultain, F. A. ...	„ Native school	52	0	0
	Carried forward	832	0	0

RETURN OF PERSONS IN RECEIPT OF ANNUAL ALLOWANCES—*continued*.

A. Allowances granted under Section 12 of the Act—continued.

Name.	Occupation.	Annual Rate of Allowance. £	s.	d.
	Brought forward	832	0	0
17. Hoey, J. N., Mrs. ...	Teacher, Wanganui Education Board	52	0	0
18. Hyatt, Alice S. ...	„ Auckland Education Board	52	0	0
19. Kitchingman, E. ...	„ North Canterbury Education Board ...	52	0	0
20. Lissaman, M. H., Mrs. ...	„ Hawke's Bay Education Board	52	0	0
21. Longmore, F. ...	„ Auckland Education Board	52	0	0
22. McGavin, Jessie, Mrs. ...	„ Native school	52	0	0
23. Peake, Sarah N., Mrs. ...	„ Marlborough, Education Board	52	0	0
24. Phillips, Mary, Mrs. ...	„ Auckland Education Board	52	0	0
25. Plummer, Mary, Mrs. ...	„ „ „	52	0	0
26. Ritchie, Christian, Mrs.	„ South Canterbury Education Board ...	52	0	0
27. Simpson, M. E., Mrs. ...	„ North Canterbury Education Board ...	52	0	0
28. Stevens, Dora S., Mrs. ...	„ Otago Education Board	52	0	0
29. Stewart, Jessie ...	„ Native school	52	0	0
30. Taylor, Mary C. ...	„ North Canterbury Education Board ...	52	0	0
31. Tennent, M. I., Mrs. ...	„ Native school	52	0	0
32. Tregear, Mary K., Mrs.	„ Auckland Education Board	52	0	0
33. Will, Louisa M. ...	„ Otago Education Board	52	0	0
34. Wimperis, Frances	„ Otago Boys and Girls' High School ...	52	0	0
35. Woodward, Laura, Mrs.	„ Auckland Education Board	52	0	0
36. Wraytt, Christina, Mrs.	„ Southland Education Board	52	0	0
—	Total	£1,872	0	0
94	Grand Total	£5,168	10	11

B. *Allowances granted under Section 13 of the Act to Contributors medically unfit for Further Duty.*

Name.	Occupation.	Annual Rate of Allowance.
Males.		£
1. Burton, F. P. ...	Teacher, Education Board, Auckland	52
2. Harrison, T. C. ...	„ „ Otago	52
3. Maber, William G. ...	„ „ North Canterbury ...	52
4. Marr, Thomas M. ...	„ „ „ ...	52
Females.		
1. Boulcott, Henrietta ...	„ „ Wellington	52
2. Osmers, M. E., Mrs. ...	„ „ Westland	52
3. Paul, Susan B. ...	„ „ Otago	52
4. Peat, Janet H., Mrs. ...	„ „ Wanganui	52
5. Rowley, Jane G. ...	„ „ South Canterbury	52
9	Total	£468

C. *Allowance granted under Section 15, (2), of the Act to Widows of Deceased Contributors.*

Widows.	Occupation of Deceased Contributor.	Annual Rate of Allowance.
		£
1. Bamfield, E., Mrs. ...	Secretary to Education Board, South Canterbury ...	18
2. Berry, Alice M., Mrs. ...	Teacher, Education Board, North Canterbury ...	18
3. Bramley, C. A., Mrs. ...	„ „ „ ...	18
4. Crummy, Sarah, Mrs. ...	Clerk to Board, Canterbury College	18
5. Dawson, Annie, Mrs. ...	Teacher, Education Board, Wanganui	18
6. Duthie, Grace, Mrs. ...	„ Native school	18
7. Ferguson, E., Mrs. ...	„ Education Board, North Canterbury ...	18
8. Gloy, Margaret, Mrs. ...	„ „ Hawke's Bay	18
9. Golding, Mary R., Mrs. ...	„ „ Otago	18
10. Hailey, E., Mrs. ...	„ Native school	18
11. Patrick, Mary J., Mrs. ...	„ „	18
12. Potts, R., Mrs. ...	„ Education Board, Taranaki	18
13. Selby, Emma, Mrs. ...	„ „ Southland	18
14. Walter, Rosa, Mrs. ...	„ Native school	18
15. Watt, Eliza, Mrs. ...	Architect to Education Board, Auckland	18
	Total	£270

D. *Allowances granted under Section 15, (3), of the Act to Children of Deceased Contributors.*

Name.	Occupation of Contributor.	Annual Rate of Allowance.
Males.		£
1. Bramley, George S. ...	Teacher, Education Board, North Canterbury ...	13
2. Bramley, Clifford R. ...	" " " ...	13
3. Selby, Cuthbert C. ...	" " Southland	13
4. Watt, Alan M. ...	Architect Education Board Auckland	13
Females.		
1. Berry, Dorothy M. ...	Teacher, Education Board, North Canterbury ...	13
2. Bramley, Gladys V. ...	" " " ...	13
3. Bramley, Daisy R. ...	" " " ...	13
4. Bramley, WinifredM. ...	" " " ...	13
5. Duthie, Ivy M. ...	" Native school	13
6. Gloy, Olga H. M. ...	" Education Board, Hawke's Bay	13
7. Potts, Kathleen ...	" " Taranaki	13
8. Potts, Lillian	" " "	13
12	Total	£156

E. O. GIBBES,
Secretary for Education.
F. K. DE CASTRO,
Chief Clerk and Accountant, and Secretary to Teachers' Superannuation Board.

Education Department, Wellington, 25th June, 1908.

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NEW ZEALAND.

SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS IN EUROPE AND AMERICA

(REPORT OF THE INSPECTOR-GENERAL'S VISIT TO).

Presented to both Houses of the General Assembly by Command of His Excellency.

Wellington, 24th September, 1908.

SIR,—

I have the honour to submit to you the following report of my visit last year, 1907, to certain schools and other educational institutions in Europe and America.

I have, &c.,
G. HOGBEN.

The Honourable George Fowlds,
Minister of Education.

In comparing the educational systems of various countries it is necessary to take into consideration the aims or ideals that the leaders of national educational movements set before themselves, the machinery by which they attempt to reach those aims—that is, the system of administration, and the range and the methods of teaching—the cost of education, and by whom it is paid, and the national character of the people, which often, but not always, determines the aims and ideals of the national system of education.

In any particular country the ideals of public education may be vague, and, indeed, may not even find expression; or they may be in a process of gradual change, and, if the country is a large one, may at any given time differ widely in different localities. This is distinctly the case in Great Britain, which, accordingly, in spite of great advances during the last thirty or forty years, cannot yet be said to have a national system of education. Many obstacles, such as sectarian and class feeling, have retarded the progress of the nation towards this desirable result; and, indeed, the existence of a large body of people in the community who are not yet convinced of the national advantages to be reaped from a complete and efficient national system still prevents the provision of the money without which the best education must remain the privilege of only a part of the people. Even in Germany, where the standard reached in many departments of education is so high, and where many States and cities have made very complete provision for vocational and technical training in addition to a sound substratum of popular instruction, there is far from equal opportunity for all classes; still less is there equal opportunity for women to obtain the same advantages of education as men. The United States of America, again, have no national system, nor are the State systems sufficiently alike or all so efficient as to produce the same result as a national system would produce. In spite of the excellence of the common schools in most parts of the Union, and of the high schools and universities in many cities, in spite of the large sums of money spent in building and equipping many of the excellent institutions for technical and special education, and in spite of the democratic character of all their institutions there are notable gaps in the scheme —in particular, the provision for trade-training for the great mass of the workmen is wofully scant. The ideals of the men who control the public instruction in Italy are probably as high as those of the directors of education in any other country; but the large amount of ignorance among the mass of the people, and the meagreness of what has so far been accomplished in their vocational or professional training is not counterbalanced by the excellence of the work done in many of the primary and secondary schools, and in many universities and other higher institutions. The comparative backwardness of Italy, educationally, may probably be said to be an almost direct result of the burden of taxation imposed upon the country by the military system that it feels itself compelled to maintain. Even that burden, it may be, would be felt less by a nation whose individual members were better trained, and whose aggregate productiveness accordingly was greatly increased. It may be remarked that in Italy the public revenue per head of the population is less than one-third of that of New Zealand.

It does not follow that we have not much to learn from the thoroughness of the average German teacher, or from the excellence of the best schools in Great Britain, or from the high ideals and the intensely practical outlook of the leaders of education in America. But we may have more to learn from one of the smaller countries such as Switzerland, where many of the conditions are so like our own, where the teaching is as thorough, the ideals are as high, and the practical adaptation of education to the needs of life is as great as in any other country, and where, moreover, there is practically a complete national system, consistently and sucessfully carried out.

It is true that in countries like England, Germany, and the United States the conditions are so complex, and in the first two countries, at all events, the vested interests and the mass of prejudices due to causes bound up with their previous history are so vast, that it would be vain to expect a simple logical system to be evolved. The difficulties in the way of progress are, however, being gradually overcome even in the case of England, where they appear in their intensest form.

So far as it is possible to formulate the ideals of the men who are responsible for the direction of educational matters in Germany, it would not perhaps be unfair to sum them up in the phrase "national efficiency," and this description might not be very different from the ideal, if it is a conscious one at all, of the official leaders in the educational world of Great Britain; but the aim of national efficiency, although in a broad view not inconsistent with the American ideal of "social efficiency," often in practice becomes merged in that of national predominance or imperialism; indeed, in Germany it may be said that in the popular mind the ideal of national efficiency is more or less confused by the fact that so much of the education system is directed towards the army as its immediate goal.

But, even if we succeed in striking roughly an average estimate of the national ideals of education, we may be led astray if we do not allow sufficient weight to the local influences that modify such ideals both in spirit and in practice. Enlightened communities like Birmingham, Manchester, and Glasgow, or even London, in Great Britain; Geneva and Zürich Cantons, in Switzerland; Stuttgart, Munich, Frankfurt, Berlin, &c., in Germany; New York and Chicago, in the United States, may be in their educational policy in advance of the average standard reached by the nation. This is especially the case in countries like those mentioned, where schools are largely supported out of local taxation, and where accordingly the local control is not only substantial, but is more or less closely associated with the municipal authorities—so that the school and the school committee are not things apart, but form an organic feature in the civic life of the community. As teaching should be real, having direct relation to the practical needs of life, so should the control of educational affairs be not merely the function of special officials, but the business of every citizen, and thus, so to speak, in vital contact with the heart of the nation. Whether the theory enunciated be approved or not, it is, in my judgment, almost indisputable that it is in such a country as Switzerland, where the conditions I have described are most fully observed, that we find the most complete national system of education—high in standard, thoroughly efficient, and natural and smooth in operation.

It is for this reason among others that I have selected the Swiss system for a somewhat more detailed description than others which are in many respects no doubt almost equally good, but which did not fall so fully within my personal observation.

Generally speaking, in those districts of Great Britain which have the best organized systems of education the conditions of life are so different from our own that it would be undesirable, if not impossible, to transplant into New Zealand any of the chief features belonging to those systems, unless it be the method of control and administration introduced into England and Wales by the Education Act of 1902, when the special School Boards elected *ad hoc* were replaced by Education Committees of the city or borough councils, or of the county councils. These committees consist half of members of the councils, and half of outside members. They may have control of all local education—primary, secondary, and technical; they have, subject to certain limitations, the power of rating for educational purposes, which is exercised through the councils with which they are associated. The unification of all local education is certainly an end to be desired in New Zealand, and if there were in New Zealand local bodies with such general powers as those possessed by the county councils in England, there would probably be little objection to making the Boards of Education education committees of such local bodies, with limited rating-powers, and control of all education. The plan has worked admirably in England. The London County Council has continued and improved upon the policy of the London School Board, and is now endeavouring to supply the gaps in the secondary education of the Metropolis.

The systems of Wales and of the cities of Birmingham and Glasgow particularly attracted my attention; no money has been spared to make them as good as possible—and the money has practically been voted by the people themselves. Still, even there the ladder of education, from the kindergarten to the university, is by no means so complete as it is in the United States, or Switzerland, or New Zealand. Probably the chief lesson to be learnt from the Mother-country is the great emphasis that is laid in the great public (secondary) schools on the training of character. The undoubted failure of most of these schools to reach the average boy intellectually, of which Mr. A. C. Benson has written so much lately, does not detract materially from the force of the remark, especially as a reform of educational curriculum and methods would assist rather than impede the efforts made to form strong, fearless, capable, and honest men.

The other lessons we have to learn relate mainly to details of the methods used in the best schools, which often reach a standard of excellence and thoroughness not surpassed elsewhere in the world. For this reason, except where they are needed for purposes of comparison, any remarks I have to make on the schools of Great Britain will find their appropriate place in the Appendix to this report.

In order to make clear the comparisons that may be drawn in the following pages between the cost of the several branches of education for various items of expenditure in New Zealand and elsewhere, I append below in Tables I and II an analysis of the expenditure on education in New Zealand, actual and per head of population, for the financial year 1906–7.

TABLE I.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1906–7.

Figures given in every case to the nearest thousand pounds.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
	£	£	£	£	£
A. I. Primary (including Native Schools and Training Colleges)	668,000	49,000	717,000	48,000	765,000*
II. Secondary (including Secondary Schools and Secondary Departments of District High School)	60,000	8,000	68,000	34,000	102,000
III. Continuation and Technical	33,000	21,000	54,000	..	54,000
IV. Higher (including University and Higher Technical)	20,000	21,000	41,000	23,000	64,000
Totals (A I–IV)	781,000	99,000	880,000	105,000	985,000
B. Industrial Schools ..	..	..	36,000	..	36,000
C. Special Schools (Deaf and Blind)	..	..	5,000	..	5,000
D. Superannuation and Miscellaneous	..	..	5,000	..	5,000
Totals (A, B, C, D)	..	..	926,000	105,000	1,031,000

* Teachers' salaries and allowances, £499,000; repairs and rebuilding, £72,000; new buildings, &c., £49,000; all other expenses, £145,000: total, £765,000.

TABLE II.—EXPENDITURE PER HEAD OF POPULATION ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1906–7.

(Figures given in every case to the nearest penny.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
	s. d.	s. d.	s. d.	s. d.	£ s. d.
A. I. Primary (including Native Schools and Training Colleges)	14 0	1 0	15 0	1 0	0 16 0*
II. Secondary (Secondary Schools and Secondary Departments of District High Schools)	1 3	0 2	1 5	0 9	0 2 2
III. Continuation and Technical	0 9	0 5	1 2	..	0 1 2
IV. Higher (University and Higher Technical)	0 5	0 5	0 10	0 6	0 1 4
Totals (A I–IV)	16 5	2 0	18 5	2 3	1 0 8
B. Industrial Schools ..	..	..	0 9	..	0 0 9
C. Special Schools (Deaf and Blind)	..	..	0 1	..	0 0 1
D. Superannuation and Miscellaneous	..	..	0 1	..	0 0 1
Totals (A, B, C, D)	..	..	19 4	2 3	1 1 7

* Teachers' salaries and allowances, 10s. 5d.; repairs and rebuilding, 1s. 6d.; new buildings, &c., 1s.; all other expenses, 3s. 1d.: total, 16s.

I propose to take Switzerland as a text for what I have to say about the schools of Europe, adding such details from other countries as may confirm and extend the lessons to be learnt by us from the former country.

SWITZERLAND.

Switzerland is educationally a most interesting country. Of all those that came within the range of my inquiries, it has probably the most complete educational system. Moreover, although it is a fully settled country, it in many respects resembles New Zealand closely. The spirit of the people is strongly democratic, the wealth is widely distributed, the extremes of poverty and riches are almost unknown, and there is practically no plutocracy. The industries of the people are both manufacturing and agricultural, although in Switzerland manufactures predominate, while in New Zealand, at present, agriculture is by far our most important industry. An attempt has been made to obtain a complete education system, the aims being: (1) to open a career to all citizens; (2) to fit all citizens for a career—that is, for the work they are to do in the State. In this attempt the little republic has succeeded to a most remarkable extent, and hence can give the lessons of example in practical work to many other States that in common estimation are of greater importance. There is much that we can learn in New Zealand from what Switzerland has done and is doing.

Although the system is not in all its details precisely the same in all the cantons, that is really owing to the fact that even within the narrow limits of Switzerland conditions vary sufficiently to make some modification in the educational arrangements necessary—for instance, institutions that are required in the cantons where the watchmaking industry thrives are not needed in a purely agricultural canton.

In the official reports the system is divided into four parts, namely,—

I. Folk Schools or Volksschulen, including Primary and Secondary (Primarschulen and Sekundarschulen);
II. Continuation Schools and Professional or Vocational Schools (Fortbildungsschulen and Berufsschulen);
III. Middle Schools (Mittelschulen), or Secondary Schools proper as we understand the term;
IV. Higher Schools (Hochschulen), or institutions of University rank.

Each canton has its own Department of Public Instruction, and controls in a general way all the schools within its own area, though in the case of the folk schools (volksschulen) the communes or municipalities, which find more than half the money, exercise most of the real control. In the government of the continuation and vocational schools the communes have also a voice, but the canton has greater powers.

In the middle schools the share of control possessed by the communes is comparatively small, and in the higher institutions their share is limited to representation on the advisory or controlling bodies.

With the exception of the Federal Polytechnikum at Zürich, and a few other Federal institutions, all the institutions of every rank are subjected to cantonal regulations, and the terms of admission, courses of study, examinations, and certificates are prescribed by the cantonal Departments.

In order that the character of the several kinds of institutions and their relations to one another may be more clearly understood, it may be as well to give an outline of them in a single canton—for instance, in the Canton of Geneva. This canton has an area of about 110 square miles, three-quarters of which is productive; and a population of 150,000. Of the latter, 110,000 live in the city and suburbs of Geneva. The canton consists, in fact, of a compact rural area, grouped around the City of Geneva, an area which is, no doubt, comparatively easy to work educationally. It is safe to say that the utmost has been made of its natural advantages. Its principal manufacture is that of clocks, watches, and chronometers, which it exports to the value of £400,000 annually; but the making of automobile cycles, furniture, electrical apparatus, and illustrated books supplements its leading staple. The large amount of available water-power, now converted to a great extent into electrical force, gives it great advantages in manufacture; but, besides being, next to Basle, the richest town in Switzerland, it is pre-eminently a centre of culture in art, science, and literature. It has a Commission Scolaire, or School Commission, which gives advice on all questions concerning public instruction, and is composed of delegates from the different institutions of public instruction—primary, secondary, and higher—and of a certain number of parents. It is presided over by the Chief of the Department of Public Instruction.

I. Folk Schools.

The Folk Schools of the canton consist of,—

(a.) The Infant Schools (Écoles Enfantines or Kleinkinderschulen), for children of three to seven years of age. There are 80 of these schools in the canton (all figures given are for 1905), one in each quarter of Geneva and in every other commune in the canton. These schools are taught by 177 mistresses, and contain 5,430 pupils, or not quite 70 pupils per school, the average number of pupils to each teacher being 31.

(b.) Primary Schools, for children from the age of seven to fifteen. Instruction is compulsory for all children in the canton from the age of six to the age of fifteen. As will be seen later on, children may leave the primary schools before reaching the age of fifteen in order to attend certain other schools, but children who have completed the primary course before the age of fifteen must attend continuation or other schools until they reach that age. There are primary schools in all quarters of the City of Geneva, and in all the communes of the canton. There is separate instruction for boys and girls. Instruction in sewing is given by special mistresses. The total number of primary schools is 52, and the total number of pupils 11,299, including 142 in special classes for weak-minded children. There are 130 masters and 247 mistresses, the average daily attendance per teacher being 29. The infant schools are inspected by a lady who is an expert in that kind of work; the primary schools are subject to the inspection of one lady inspector and four male inspectors, besides special inspectors for gymnastics, singing, and sewing, the last being, of course, a lady.

With the primary schools are grouped the Complementary Schools or Classes, which are held in the evening during the winter months at the various schools, and are intended for those who are apprentices or for military recruits who have not satisfied the education test, and for others who desire or are compelled to complete their primary education.

The programme of instruction in the primary schools includes,—

The Mother-tongue (French in Geneva), the time given to it varying from 15 hours a week for boys and 14 for girls in the lowest class to 10 for boys and 9 for girls in the sixth or highest class.

Arithmetic: 5 hours a week (girls 4) first year; 6th year, boys 4 hours (girls 3).

Drawing and Handwork: All years, 3 hours a week (2).

Geometry: 2 hours a week (1) in the last three years.

German: 1 hour a week in the fourth year and 2 hours a week in the fifth and sixth years for both boys and girls.

Geography: 2 hours a week in the last four years for both boys and girls.

History: 2 hours a week (boys and girls) in the last two years.

Music and Gymnastics: Each 2 hours a week throughout the whole course for both boys and girls.

Writing also receives time varying from 3 hours in the first year to 1 hour in the fifth year. It is not taught in the sixth year.

Boys in the sixth year receive civic instruction for 1 hour per week, and girls of all years receive 4 hours' instruction a week in needlework—namely, knitting, sewing, cutting-out, fitting, &c.: in the last year, 5 hours a week. The total number of hours per week spent in school is 30. The detailed programme is given in the appendix. It may be remarked, however, that the instruction in the mother-tongue includes lessons upon things (*leçons de choses*), it being an essential feature of the instruction in language that the oral composition should be closely linked with observation.

In connection with both infant and primary schools there are special funds maintained partly by the teachers, partly by the cantons, and partly by the communes, out of which sick and superannuation allowances are payable.

(c.) Sekundarschulen, or so-called Secondary Schools, form the third group of the volksschulen, and in the Canton of Geneva these are all rural schools, 11 in number. The total number of pupils is 276, or an average of 25 pupils per school. There are 12 teachers, all masters, but there are special mistresses who act as instructors in sewing. The course is a two-year one for boys and girls of the ages 13 or 14 to 15 or 16. The instruction corresponds in standard approximately to that of the secondary departments in our country district high schools, but is essentially practical and agricultural in character.

The "Professional School" for boys in Geneva takes the place of the rural Secondary Schools in the country districts. Its work follows that of the Sixth Class of the primary schools. The course is one of two years, and prepares pupils for trades, not by specific trade instruction, but by the teaching of science, drawing, and manual work in addition to the mother-

High School of Commerce, Geneva.
A specialized school, open to pupils who have passed through a secondary school, or a preparatory professional school.

High School of Commerce, Geneva Museum.
The sectional models of factories, warehouses, &c., form a special feature

SCHOOL OF FINE ART, GENEVA.
Exterior.

SCHOOL OF FINE ART, GENEVA.
Modelling-workshop.

tongue. The school has a staff of 20 teachers, and an average of about 12 pupils per teacher. There is a somewhat similar school called a "Drawing School," for boys at Carouge, with 47 pupils. There are two girls' household schools which may be classed with these—viz., at Geneva and Carouge, having 45 pupils in all, the instruction being directed towards domestic science.

II. CONTINUATION SCHOOLS AND VOCATIONAL SCHOOLS.

These are varied in kind. The simplest form of Continuation School is that already mentioned—the Complementary School. The attendance at schools of this kind is not compulsory except for children under 15 in the Canton of Geneva and in four other cantons, but it is compulsory in the remaining cantons, although one or two of them allow communes the option of exercising compulsion. The continuation schools in Geneva have 743 pupils—namely, 496 boys and 247 girls, besides 245 recruits, for whom attendance is compulsory.

There is also at Geneva a Commercial Continuation School for boys, with 413 pupils and 24 masters, and, in connection with the School of Horticulture mentioned below, there are shorter continuation classes for gardeners' apprentices.

Besides the continuation schools there are in the Canton of Geneva several kinds and grades of vocational schools :—

(i.) The École de Métiers, or Trade School, which "has for its aim the training for the building trade of workmen possessing theoretical and practical knowledge necessary to enable them to exercise their trade under the best possible conditions." It comprises four sections : carpentry and joinery ; brick and stone masonry ; tin-work, plumbing, and other metal-work ; furniture-making. The programme includes 16 hours a week of theoretical instruction, and 32 to 42 hours a week in the workshop. The ordinary duration of the apprenticeship is three years. During the last year pupils can be placed in the workshops or workyards of private employers, but they remain under the supervision of the school, and have to attend the theoretical lessons regularly. The age of admission is fourteen. The school is free for Swiss, 50 francs (£2) a year being charged for foreigners. At the end of the third year a diploma is granted to pupils who pass through the course satisfactorily. This is recognised as carrying a right of admission to the trade.

(ii.) The Mechanical School (École de Mécanique) is also an apprenticeship school ; it is intended for the training of engineer workmen.

There is also an École d'Horlogerie, or Watchmakers' School, but part of its work has been recently diverted to training workers in the making of motor-cycles.

(iii.) The "Technikum" provides a course following on the last two, and is intended for the training of contractors, foremen, inspectors, draughtsmen, clerks of works, &c., connected with the building and engineering trades. In the words of the prospectus, "the instruction in the technikum is to be such that those trained therein may be able to grasp easily the projects of the engineer or the plans of the architect, and to direct their execution with intelligence ; such also that those who feel that they have special aptitudes and the will to go forward may be able by personal efforts to acquire knowledge that will enable them to aspire to positions still higher." There are two sections—namely, the section of building and civil engineering, and the mechanical and electrical section. Each course lasts for three years, and the programme in each case is one of forty-four hours a week, by far the greater part being practical even in the early years, and the last year being almost entirely practical.

(iv.) Rural work is represented by the Cantonal School of Horticulture at Châtelaine, with 47 pupils. This gives a theoretical and practical course of three years in arboriculture, fruit and ornamental ; floriculture ; market-gardening ; landscape gardening ; viticulture ; bee-culture ; and forestry : with such practical drawing, mensuration, chemistry, physics, and meteorology as is necessary.

In other cantons the schools of agriculture occupy a more prominent place than in the Canton of Geneva, and are concerned not only with horticulture and arboriculture, but with agriculture proper, dairy-work, cheese-making, &c.

(v.) Geneva has also a higher Commercial School with 169 pupils. It may be remarked that not included in the above are the Technical and Commercial Departments of the Collège and of the Girls' Secondary and Higher School (École Secondaire et Supérieure des Jeunes Filles).

(vi.) École des Arts Industriels, or School of Arts and Crafts, which is free and under the direction of the Council of State, the latter delegating one of its members to preside over the Committee of Control. The school is open from the second or third week in August until the end of June. Pupils are admitted at fourteen or a later age. Courses last for four or five years, and train the pupils for the following industries :—

(1.) Decorative sculpture in building;
(2.) Moulding and retouching of plaster-work;
(3.) Sculpture in stone and marble;
(4.) Wood-carving;
(5.) Artistic working in gold and silver;
(6.) Artistic working in bronze;
(7.) Artistic forge-work in iron;
(8.) Decorative painting, and painting on china and pottery;
(9.) Painting on enamel.

Pupils who have completed a course are entitled to the diploma of the school—Diplôme de l'École des Arts Industriels (first-class)—or to a Certificat de Capacité (second-class).

(vii.) École des Beaux Arts, or School of Fine Art.

(viii.) The Normal Schools, or Training Colleges for Teachers, may be counted either with the vocational schools or with the secondary or higher institutions. This work is performed for men in Geneva by the Pedagogic Section of the Collège or Gymnasium, and for girls by a corresponding section of the École Supérieure. The diplomas of these departments give the right to teach in the primary schools. But there is an increasing tendency throughout Switzerland, and especially in Geneva and some other cantons, to give all teachers the benefit of University training.

III. MIDDLE SCHOOLS (MITTELSCHULEN).

There are two schools in Geneva that come under the heading of "Middle Schools"—one for boys, the Collège de Genève with 547 pupils, and one for girls, the École Supérieure with 938 pupils. Each of these schools has a seven-year course, and is intended for pupils from twelve to nineteen years of age. The fees are very low, being 40 francs (32s.) a year for the lower division, or first three years, and 50 to 60 francs (40s. to 48s.) for the upper division, or last four years, and there are many bursaries or free places, the tendency being to increase the number of bursaries and make the secondary education, like the primary, free. Even for foreigners the fees are very low.

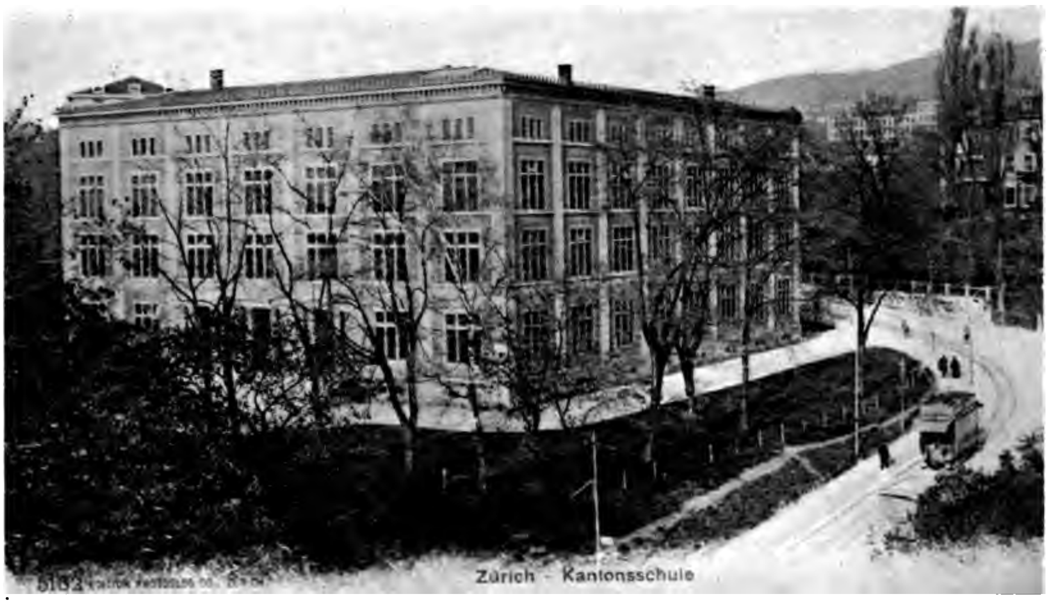
The Collège has great historic interest, having been founded by Calvin in 1558, five years after the Academy, out of which was developed the present University of Geneva. It has a lower division, of three years or classes, which are again subdivided according to the attainments of the pupils. The subjects of instruction are: French, 6 hours a week; Latin, 6; German, 4; History, 2; Geography, 2; Mathematics, 4; Natural History, 2; Drawing, 2; Music, 1; Gymnastics, 2. In the third year Natural History is replaced by Elementary Physics and Chemistry. The total number of hours per week in the lower school is therefore 31. The upper school is divided into four sections :—

(1.) The Classical Section, in which Latin and Greek are compulsory—12 to 14 hours a week; likewise, French (the mother-tongue), German, History, Geography (replaced in the last two years by "Cosmography"), Mathematics, Drawing, Gymnastics, "Diction" (Public Speaking), Natural and Physical Science, and, in the last two years, Philosophy—*i.e.*, Elementary Logic and Psychology; while English, Italian, Commercial Arithmetic and Book-keeping, and Law are optional. Compulsory subjects alone occupy 33 hours a week.

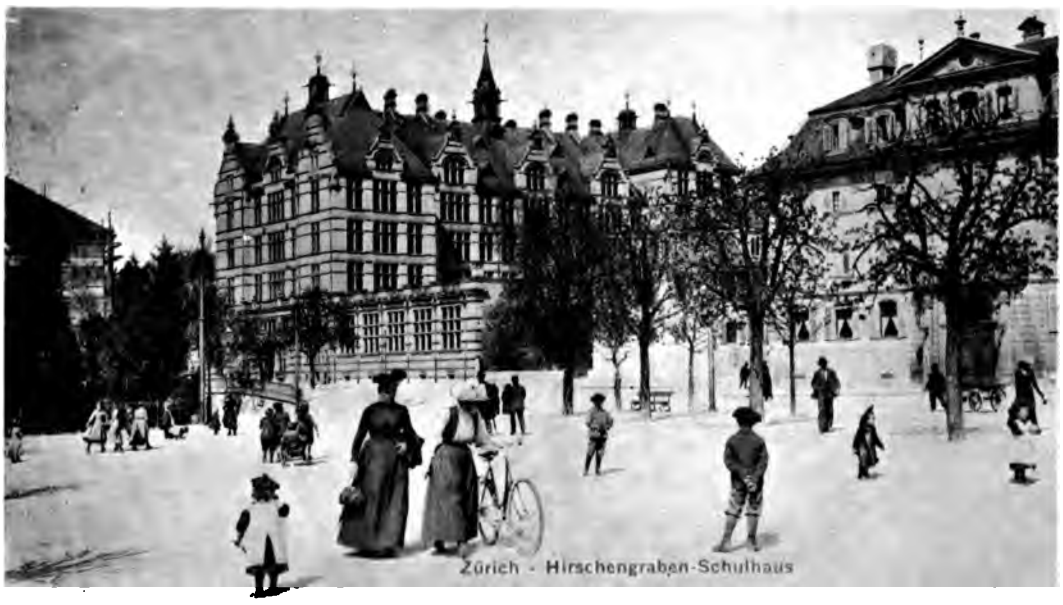
(2.) The Real Section, in which Greek disappears, the time devoted to Latin is reduced, that given to French and German is increased, English becomes compulsory, Italian remains optional, the amount of Geography is increased, the amount of History is reduced, and the amount of Science is doubled. Laboratory work in Chemistry and Physics, which is optional in the Classical Section, is compulsory in the last year of the Real Section.

(3.) The Technical Section, in which neither Latin nor Greek is taken. The time devoted to German and English is the same as in the Real Section, that devoted to French one hour a week less. The amount of Mathematics and Science is still further increased, and the amount of Drawing is more than doubled, while Descriptive Geometry is added.

(4.) The Pedagogic Section. Here Latin and Greek are not required, and English and Italian are optional. The amount of time devoted to French and German (the mother-tongues of Switzerland) is much larger than in any of the other sections. The amount required in the other subjects is about the same as that required in the Real Section, but with more laboratory work in Science. Hygiene, Commercial Arithmetic and Book-

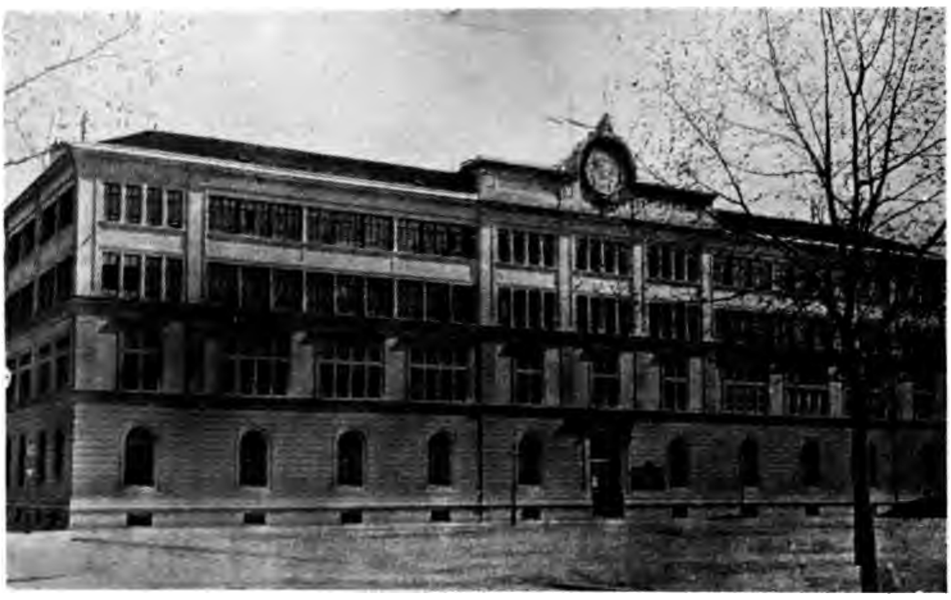


KANTONSSCHULE, ZURICH.
Contains the Gymnasium, or classical high school, and the Realschule, or modern high school.



HIRSCHENGRABEN SCHOOL, ZURICH.
An elementary school for girls; cost, about £32,000.

UNIVERSITY OF GENEVA.
Part of buildings.



TRADE SCHOOL, GENEVA.
Clockmaking and watchmaking.

keeping, and Pedagogy—viz., Psychology and the History and Methods of Education—are added subjects. In the last year one hour a week is spent in teaching-practice in the associated Primary Schools.

All modern languages are taught on the direct method. Geometry is taught by the method of experiment and observation. Great attention is given to General History (as well as to National History) and to Economic Geography.

The reading in Latin is wide, and great attention is given to Roman Institutions and Literature. Similar work is being done in the Greek classes.

Mathematics includes not only arithmetic, plane geometry, algebra to binomial theorem (positive integral exponent), and trigonometry to the solution of triangles, but also solid geometry, elementary plane analytical geometry, and conic sections. Graphics are largely employed.

Physics includes general notions and principles of the several parts of the subject and practical developments of electricity. Most of the experiments are, however, only demonstrated. Individual laboratory-work in physics and chemistry is done only in the last year of the Real, Technical, and Pedagogic Sections.

Natural Science is taught by means of lectures and good demonstrations. The only laboratory-work done in the subject is done in the Pedagogic Section (two hours a week during the second term of the highest class, Class IV).

"Cosmography" (taken in the last two years of all divisions) is the name given to the portion of physiography dealing with the earth and its movements, treated more fully than in the course of elementary mathematical geography, universal direction, fixed stars, sun, moon, planets, comets, meteors, nebulas.

Philosophy includes elementary psychology; formal and applied logic; method of the exact sciences; method of physical and natural sciences; method of moral science; errors and fallacies; logical exercises; reading and explanation of Descartes (Discours sur la Méthode), Malebranche (De la Recherche de la Vérité, Book II), D'Alembert (Discours Préliminaire de l'Encyclopédie).

Law includes elementary notions of the law relating to individuals and the family, the Federal "Code of Duties."

"Diction," the theory and practice of speaking and writing, with impromptu exercises, is a feature of the work in all the senior classes. It occupies one hour a week, and may be considered as the finishing touch to the work in oral composition that is looked upon as so important a part of the teaching of the mother-tongue.

Entrance to the University is given from the Classical or Real Sections of the school, and to the Federal Polytechnikum at Zürich from the Technical Section.

The Girls' High School has two divisions, like the Collège. The upper division has only three sections—viz., the Literary Section, the Pedagogic Section, and the Commercial Section. In this school Latin and Greek are not compulsory subjects. A large part of the time thus gained is devoted to more modern subjects, even girls in the Literary Section being required to learn Book-keeping, Law, Needlework, Hygiene, Domestic Economy, &c. Stenography, Latin, Italian, the General History of Civilisation, and the History of Art are optional subjects in the Literary and Pedagogic Sections; but in the Commercial Section Stenography and Typewriting are compulsory, while Commercial Arithmetic, Book-keeping, and Business Methods occupy seven hours a week in each of the three years.

Girls who wish to enter the University must take special courses in separate classes from special instructors.

IV.—THE UNIVERSITY OF GENEVA.

This sketch of education in the Canton of Geneva would not be complete without some notice of the University. The Academy founded by Calvin in 1553 was transformed into a University in 1872, and was completed by the formation of the Faculty of Medicine in 1876.

The buildings, lecture-rooms, laboratories, and general equipments are of the first order. There are 141 professors and privat-docents. Women are admitted in all faculties on the same conditions as the men. There are a large number of scholarships, bursaries, and prizes. The funds are administered by a Committee of five professors with the Rector of the University as president. There are courses for teaching French to foreigners.

The ordinary fees are—For Matriculation, 20 francs; for courses, 5 francs per semester for each hour per week of instruction. The University has the following divisions:—

(1.) Faculty of Science.
(2.) Faculty of Letters and Social Science, including ancient and modern languages, literature, and philology; pedagogy; economics; history; geography; comparative civil law.
(3.) Faculty of Law.
(4.) Faculty of Protestant Theology.
(5.) Faculty of Medicine.

Besides extensive laboratories, there are also attached to the University a surgical and medical hospital, a dental school and hospital, an observatory, and various museums.

The arrangements of the University and other State and City museums, which are also open to the public, are such as to render them of the greatest benefit to students, who have free access at all reasonable hours; moreover, in many cases there are skilled experts to give them information and guidance. Among these museums can be named the Museum of Natural History; the Musée Rath, with a fine educational collection of pictures and sculptures; the Museums of Decorative Arts, of Archæology, of Ethnography, of Clocks and Watches, of Arms, of Numismatology, of Photographs of Swiss National Documents (for the study of history). There are several other institutions whose aims are chiefly educational, *e.g.*, the Zoological Gardens, with an old museum giving a general idea of the progress of civilisation; a laboratory of bacteriology and serotherapy; a public library with a fine collection of maps (among others there are here all the maps made by the celebrated geographer M. Élysée Reclus while he was writing at Geneva his Universal Geography).

All study at the University is specialised. It is recognised that the University does not exist for general education, the essentials of which have been satisfied before entrance, evidence thereof being given by a leaving certificate of the College or an equivalent. (This certificate secures a completer training in languages and mathematics than is secured in the pass degree course of the University of New Zealand.) There are two terms or semesters—from the 15th October to the 22nd March, and from the beginning of April to the beginning of July. The number of students in 1905 was 1,417, many of whom were foreigners. The contribution of the Canton of Geneva towards the expenses of the University was as follows:—

	£
For salaries of professors	14,912
For salaries of professors' assistants	1,935
For maintenance of laboratories	1,972
For other expenses	2,560
Total	£21,379

Other sources of income were fees and endowments.

THE FEDERAL POLYTECHNIKUM AT ZÜRICH.

This is a technical university of worldwide fame, maintained by the Confederation of Switzerland, in the same rank as the Technical High School at Charlottenburg, near Berlin, and the Massachusetts School of Technology at Boston, and in some respects probably superior to either of these institutions. Among British institutions which aspire, with good hope of success, to a similar position may be mentioned the Manchester School of Technology, and the Technological Departments of the University of Birmingham (I have named only institutions the working of which I was able to observe).

The Polytechnikum is well staffed: in 1905 it had 65 professors, 5 assistant professors, 39 lecturers, 70 laboratory demonstrators and assistant lecturers, and 40 other assistant teachers not on the regular staff. It is thoroughly well equipped with laboratories and workshops of every kind, including laboratories for the following branches (in many cases, several laboratories for each branch):—

General Physics,
Research Physics,
Industrial Chemistry,
Thermo-chemistry,
Pharmaceutical Chemistry,
Photography,
Hygiene,
Machinery (laboratories and workshops),
Botany,
Pharmacy,
Astronomical Observatory,
Electrotechnics,
Analytical Chemistry,
Electro-chemistry,
Physico-chemistry,
Agricultural Chemistry,
Bacteriology.
Agriculture.
Industrial Mechanics (laboratories and workshops),
Zoology,
Analysis of Foods and Drinks.

Federal Polytechnikum (or Technical University), Zurich, Switzerland.
The buildings on the hill, at the back of the picture, form one side of the Polytechnikum.

There are also two associated Federal stations—one for the testing of building-materials, and the other for experiments in forestry; at the first there were carried out in 1904 no fewer than 42,324 tests, three-fourths of which were for immediate practical purposes, and the remainder for research, or instruction. Further, connected with the school there are—workshops for modelling in plaster and clay, and for working in metals; experimental farms; a splendid library containing upwards of sixty thousand technical works in all languages; collections of drawings (portraits and landscapes), of engravings, of architectural plans, of building-models, and of tools, also collections to illustrate mechanical technology, geodesy, technological chemistry, pharmaceutical chemistry, astronomy, mineralogy, botany, zoology, entomology, forestry, agriculture; a special station for testing explosives; a botanical garden; a museum of plaster models illustrating the history and principles of sculpture; an archeological museum; and four other museums containing respectively engineering models, models of machinery and mechanism, geometrical and other mathematical models, and physical instruments. In short, whatever branch of engineering or applied science a student wishes to follow, he has access to everything in the way of laboratories, workshops, or museums that he can desire for his course of study.

Admission as a regular student may be obtained on presentation of a leaving certificate from a Swiss higher secondary school (Mittelschule) or from a foreign school of equal standing, or of a certificate of the completion of a University course. About three-fourths of the students are admitted in this way without examination; the remainder enter by passing an examination: 74 per cent. of those who take the examination are foreigners. The numbers of students in the six regular sections in 1905 are shown below, those of native and foreign birth being given separately:—

	Swiss.	Foreign.	Total.
I. School of Architecture	55	12	67
II. School of Civil Engineering	225	61	286
III. School of Mechanical Engineering	261	287	548
IV. School of Applied Chemistry—			
(a.) Technical Section	123	107	230
(b.) Pharmaceutical Section	5	3	8
V. (a.) School of Forestry	30	..	30
V. (b.) School of Agriculture	40	11	51
V. (c.) School of Agricultural Engineering	18	7	25
VI. Normal School—			
(a.) Mathematics, Section of	18	3	21
(b.) Natural Sciences, Section of	23	4	27
	798	495	1,293

Besides the regular students there were in the same year 735 external students (*auditeurs*) who for the most part took one or other of the general courses (mathematics, physics, natural science, technology, philosophy, social sciences) belonging to Section VII; the total number of students in 1905 was therefore 2,028. Section VIII consists of courses in Military Science, which are open to students attending any other section.

The institution is especially good in Engineering and Technical Chemistry; the work in the latter and in Hydraulical Engineering (with special reference to the production of electrical power) appeared to me better than anything of the kind I saw elsewhere. The fees are low and living is cheap; so that a New Zealand student who wished to do advanced work in engineering or chemistry might do worse than take a course at Zürich. Many of the lectures are given both in French and German, and a student can attend which course he pleases. He would meet with many English-speaking students and professors, and would not feel himself to be so much an exile as he would at Charlottenburg. In this last respect, no doubt, an English higher technological college, or the Massachusetts School of Technology would be better still, but the fees and cost of living would amount to more than if he were at the Zürich Polytechnikum.

The programme of work in the several sections will be given in the Appendix.

GENERAL REMARKS.

As far as my observation went, methods in Switzerland seemed to be of the best. In all the schools, elementary, secondary, and professional schools (that is, schools with short courses leading up to technical or trade instruction), great stress is laid on the mother-tongue. Pupils are taught to express themselves clearly in continuous speech on subjects which have fallen under their observation, things which are connected with daily life or nature-study. These subjects are prevented from becoming hackneyed, as the ordinary experience of the children is widened by school visits to factories and workshops, by school walks into the country, and by the use of objects in the school museums, which are generally very good. The lessons are such as to call forth from the pupils carefully reasoned-out conclusions suited to their ages, and these are expressed clearly in natural language.

The training in the schools is such as to make thoroughly intelligent workmen and citizens ; culture is not sacrificed, the training of artistic taste being a special feature in the Swiss schools ; a high and not a narrow patriotism is fostered ; there is careful attention to hygienic conditions in the schools as concerns both buildings and children ; boys and girls receive training in the laws of health, and almost everywhere an opportunity is given for girls to learn all that relates to their health and the management of homes. Arithmetic and geometry, which are apt to be treated too abstractly in British schools, are treated in a concrete manner. Handwork receives full treatment in all the primary schools, and in secondary schools of the modern type.

Every calling in life followed by the people, whether it be that of a market-gardener, or a watchmaker, or postman, clerk, merchant, telegraph operator, engineer, surgeon, or civil administrator, has some school or institution in which the future citizen can receive full training, and, up to a certain point, at all events, he is compelled in most cantons to undergo such training. The Swiss people as a whole are evidently earnest in their belief that education is a most important factor in the national life. The standard of regularity of attendance in all their schools is very high indeed. For the year 1905 the ratio of the average attendance in the primarschulen (primary schools) to the number on the roll is represented by 97·2 per cent., and more than nine-tenths of the absences are "with excuse"—that is, are due to sickness or other unavoidable causes.

The communes readily tax themselves for buildings and for the maintenance of their schools. The school-site is generally one of the best sites in the district, and, although the buildings are not, as a rule, pretentious, and are not so elaborate, say, as school buildings often are in America, they are always a credit to the community, and no pains are spared to bring them in all respects, from the point of view of education and hygiene, up to date. The great majority of communes, too, have readily voted for compulsory attendance at continuation or vocational schools and classes, and in many cases have provided expensive buildings for carrying on special technical or trade classes. In addition, the cantons generally give assistance towards the building of technical schools. In conversation, one soon discovers how proud the ordinary Swiss citizen is not only of the common schools, but of the higher institutions in his own and other cantons.

The total number of people under instruction in Switzerland is 743,745 out of a population of 3,463,609. The figures given are for the year 1905. In other words, 21·5 per cent. of the Swiss people are at school. In New Zealand the proportion is 19·4 per cent., or 185,468 out of a population of 956,457 (1906). These figures are striking enough in themselves, but the contrast is still more marked when we inquire into the cause of the difference. In New Zealand the number receiving instruction in public schools or colleges above primary grade is 26,289, or 2·74 per cent. of the population ; in Switzerland, on the other hand, the number of such persons is 199,533, or 5·76 per cent. of the population—that is, more than twice as great a proportion as in our own country. Evidently New Zealand has a long way to go before her people reach as high a general standard of education as Switzerland.*

In the totals, account has been taken in New Zealand of the number returned by the Registrar-General as attending private schools and (under Secondary Education) of those attending Maori secondary schools as Government scholars, and in Switzerland of those attending a small group of private schools partly recognised by Government ; but in the case of Switzerland none of the numerous boarding-schools, used indeed to a large extent by foreigners, have been included in either the larger or smaller total. Further, the roll-numbers have been quoted, and not the average attendance. If the latter had been used, as the attendance is so good in Switzerland, the advantage in favour of that country would have appeared even higher than it is in the figures given above.

Details are given in Tables A1 and A2.

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*I am not unaware that the conditions differ somewhat in Switzerland and New Zealand, and some allowance must be made for the fact that a large proportion of our pioneer population is on the outskirts of civilisation.

TABLE A1.—NUMBER OF PERSONS UNDER INSTRUCTION IN SWITZERLAND DURING 1905: POPULATION, 3,463,609.

		Actual Number.	Number per 10,000 of Population.
I. Primary Schools ..		544,212	1,571·2
II. Secondary Schools,—			
(a.) "Sekundarschulen"	46,904		
(b.) "Mittelschulen" ..	23,466		
		70,370	203·1
III. Continuation and Technical Schools,—			
(a.) General Continuation Schools	47,076		
(b.) Vocational Continuation Schools	40,963		
(c.) Lower Technical Schools	14,474		
(d.) "Techniken"	3,026		
		105,539	304·8
IV. "Hochschulen" (Universities, Polytechnikum, &c.) ..		9,880	28·5
Total in public institutions		730,001	2,107·6
V. Private Schools, Secondary (included in Government returns) ..		13,744	39·7
Total		743,745	2,147·3
Number of persons receiving instruction other than primary (all above except I)		199,533	576·0

TABLE A2.—NUMBER OF PERSONS UNDER INSTRUCTION IN NEW ZEALAND DURING 1906: POPULATION, 956,457.

		Actual Number.	Number per 10,000 of Population.
I. Primary Schools (including Native and Special Schools, excluding secondary departments of District High Schools) ..		142,657	1,491·5
II. Secondary Schools,—			
(a.) Secondary departments, District High Schools	2,594		
(b.) Secondary Schools proper ..	4,359		
		6,953	72·7
III. Continuation and Technical Schools and Classes (average attendance)		17,992	188·1
IV. University Colleges (including Higher Technical)		1,344	14·0
Total in public institutions		168,946	1,766·3
V. Private Schools (not included above, principally primary)		16,522	172·8
Total		185,468	1,939·1
Number of persons under public instruction other than primary ..		26,289	275·0

A large number of the 17,992 pupils in continuation or technical classes in New Zealand are attending classes in one subject only, whereas nearly all the corresponding 105,539 persons in Switzerland are taking courses of subjects.

FINANCE.

It is by no means easy to make a proper and accurate comparison of the cost of education per head of the population in the various countries of the world, for the items included under the several heads are not always the same, and often to some special item of expenditure in one country there is nothing exactly corresponding in another. Sometimes inquiry upon the spot is a considerable aid in unravelling the problem, and I think it will be found that the figures given below are approximately correct.

Tables B1 and B2 show the amount spent by the State and public authorities in Switzerland and out of public moneys in New Zealand on four branches of education, namely,—

(1.) Primary Schools, including in New Zealand the Maori Village Schools, and in both cases (New Zealand and Switzerland) including the Normal Institutions or Teachers' Training Colleges.

(2.) Secondary Schools, including, in New Zealand, District High Schools and Secondary Schools proper; in Switzerland, the Sekundarschulen and Mittelschulen.

(3.) Continuation and Technical Schools, including General and Vocational Continuation Schools, also Technical Schools, higher Technical Schools, and Trade Schools.

(4.) Higher institutions, including Universities and other institutions of University rank (such as the Federal Polytechnikum at Zürich, and the Canterbury School of Engineering and the Otago School of Mines).

The expenditure is shown separately for buildings and for all other purposes except buildings, under the head of Buildings being included expenditure for repairs as well as that for new buildings, as these items are not clearly separated in the accounts of some of the cantons. Income from endowments and reserves is omitted, the figures representing merely the expenditure out of public revenue, as I have no means of knowing what this is in the case of Switzerland—in several of the universities and secondary schools it is, I believe, by no means inconsiderable.

TABLE B1.—SWITZERLAND (1905).—EXPENDITURE OUT OF PUBLIC SOURCES PER HEAD OF POPULATION (exclusive of Expenditure met by Income from Endowments, and exclusive of Expenditure on Reformatory Schools and Schools for Neglected Children): Population, 3,463,609.

Kind of Education.	Actual Expenditure.			Expenditure per Head of Population.		
	Buildings (including Repairs).	All other Expenses.	Total.	Buildings.	All other Expenses.	Total.
	£	£	£	£ s. d.	£ s. d.	£ s. d.
I. Primary ..	64,000	1,570,000	1,634,000	0 0 4	0 9 1	0 9 5
II. Secondary ..	27,000	383,000	410,000	0 0 2	0 2 3	0 2 5
III. Continuation and Technical	20,000	344,000	364,000	0 0 1	0 2 0	0 2 1
IV. Higher ..	29,000	210,000	239,000	0 0 2	0 1 3	0 1 5
Totals ..	140,000	2,507,000	2,647,000	0 0 9	0 14 7	0 15 4

NOTE.—The figures in the first three columns are given to the nearest thousand pounds. The expenditure on Normal Schools and Teachers' Training Colleges is included under I. Technical Education of University grade is included under IV, Higher Education. The cost of Federal administration is not included.

TABLE B2.—NEW ZEALAND (1906).—EXPENDITURE OUT OF PUBLIC FUNDS PER HEAD OF POPULATION (exclusive of Expenditure met by Income from Endowments, and excluding Expenditure on Industrial Schools and Reformatories): Population, 956,457.

Kind of Education.	Actual Expenditure.			Expenditure per Head of Population.		
	Buildings (including Repairs).	All other Expenses.	Total.	Buildings.	All other Expenses.	Total.
	£	£	£	£ s. d.	£ s. d.	£ s. d.
I. Primary ..	121,000	596,000	717,000	0 2 6	0 12 6	0 15 0
II. Secondary ..	8,000	60,000	68,000	0 0 2	0 1 3	0 1 5
III. Continuation and Technical	21,000	33,000	54,000	0 0 5	0 0 9	0 1 2
IV. Higher	21,000	20,000	41,000	0 0 5	0 0 5	0 0 10
Totals	171,000	709,000	880,000	0 3 6	0 14 11	0 18 5

NOTE.—The figures in the first three columns are given to the nearest thousand pounds. The expenditure on Teachers' Training Colleges is included under I. Technical Education of University grade is included under IV, as Higher Education. The cost of administration, local and departmental, is included. Maori schools are included.

It will be seen at once that the total annual expenditure out of public moneys per head of the population for education, exclusive of the expenditure on buildings, is nearly the same in Switzerland and New Zealand—14s. 7d. and 14s. 11d. respectively; but the proportions spent in the several branches of education are very different in the two countries. Switzerland spends 9s. 1d. per head for the maintenance of primary instruction, and New Zealand gives 12s. 6d. for the same purpose. It is easy to point out the chief causes of this difference: The average salary of an adult public-school teacher in New Zealand was, in the year 1906, £139 2s. 2d. (including teachers in schools of Grade 0); the average salary of teachers (all adults) in Switzerland was, in 1905, £44 16s.: the average number of pupils in a primary school in Switzerland is 115, and in New Zealand 76 (roll) or 66 (average attendance), and the number of small schools is very large, 1,171 out of 1,847 schools being schools with one teacher, having not more than forty pupils in average attendance. The cost of these schools for salaries, allowances, and incidentals alone is at the rate of £6 5s. 11d. per pupil, which would correspond to an expenditure for all purposes except buildings (if all schools were equally costly) of about 15s. 6d. per head of the population as against 12s. 6d., the actual cost per head of the population in New Zealand. Again, in New Zealand in 1906 there was expended on the conveyance of children the sum of £11,954, which has nothing to correspond to it in the case of Switzerland. The last two items—namely, the cost of small schools and the money spent for the conveyance of school-children—are obviously due to the sparseness of the population in the Dominion; they are inevitable factors in the progress of settlement, and should be looked upon quite as much as part of the cost of settlement of the colony as roads and bridges, rather than as proper charges against education. The comparatively large amount spent on primary-school buildings, £121,000, is due to two causes—first, most of the schools are of wood, and cost nearly twice as much for maintenance as if they were of brick or stone; secondly, the amount, £49,000 (including Native schools), spent on new buildings and additions is, again, an element in the progress of settlement of the country. Taking all these facts into consideration the wonder is, not that our expenditure per head for primary education is so high compared with that in Switzerland, but that it is not much higher. The total public expenditure on primary education, per head of population, in the several parts of the United Kingdom is as follows: England and Wales, 12s. 3d., average number in a school, 294; London, 17s., average number in a school, 803; Wales alone, 15s. 5d., average number in a school, 239; Scotland, 12s. 4d.; Ireland, 6s. 7d.

Table C shows the proportion per cent. of the total expenditure on each of the four branches of education in Switzerland and New Zealand respectively.

TABLE C.—PROPORTIONS PER CENT. OF PUBLIC MONEY SPENT ON THE SEVERAL BRANCHES OF EDUCATION IN SWITZERLAND AND NEW ZEALAND RESPECTIVELY (CALCULATED FROM TABLES B1 AND B2).

	Switzerland.	New Zealand.
I. Primary	61·7	81·5
II. Secondary	15·5	7·7
III. Continuation and Technical	13·8	6·1
IV. Higher	9·0	4·7

The former country spends upon each of the branches other than primary about twice as large a proportion as is spent in New Zealand. If we wish to bring our standard up to that of the Swiss republic, we must, in short, be prepared to spend far larger sums on secondary, technical, and higher education than we are spending now, and at the same time not curtail, but rather increase, our expenditure upon primary education. As special reference has already been made to education in the Canton of Geneva, it may be of interest to note that the total expenditure out of public funds on education was, in 1906, £197,000, or £1 6s. 3d. per head of the population—namely, for buildings £52,000, or 6s. 11d. per head; and for all other purposes £145,000, or 19s. 4d. per head. Only £10,000 out of the total consisted of grants from the Federal Government, the remainder being provided by the canton and the communes (£131,000 and £56,000 respectively). (The largeness of the amount spent on buildings was occasioned by the erection of several new university buildings and of one or two large primary schools in Geneva.)

TABLE D1.—EXPENDITURE OUT OF PUBLIC FUNDS PER HEAD OF AVERAGE ROLL FOR THE VARIOUS BRANCHES OF EDUCATION.

Switzerland (1905).

—	Cost per Pupil.		
	Buildings.	Other Expenses.	Total.
	£ s. d.	£ s. d.	£ s. d.
I. Primary	0 2 4	2 17 9	3 0 1
II. Secondary	0 7 8	5 8 10	5 16 6
III. Technical, &c.	0 3 10	3 5 2	3 9 0
IV. Higher	2 18 8	21 5 2	24 3 10
All branches except primary ..	0 8 1	5 0 11	5 9 0
All branches	0 3 10	3 8 8	3 12 6

TABLE D2.

New Zealand (1906).

—	Cost per Pupil.		
	Buildings.	Other Expenses,	Total.
	£ s. d.	£ s. d.	£ s. d.
I. Primary	0 17 1	4 2 10	4 19 11
II. Secondary	1 0 2	7 12 5	8 12 7
III. Technical, &c.	1 3 4	1 16 8	3 0 0
IV. Higher	15 12 6	14 2 9	29 15 3
All branches except primary ..	1 17 3	4 0 0	5 17 3
All branches	1 0 3	4 2 5	5 2 8

NOTE.—Expenditure on buildings in Tables D1 and D2 includes the cost of repairs and rebuilding as well as the cost of new buildings and additions, so far as any of these are provided out of public funds.

Tables D1 and D2 show the cost per pupil in each branch of education in Switzerland and New Zealand; they display in another way the facts already dwelt on above, but they also bring out the important fact that in Switzerland the cost per pupil in the continuation and technical schools and in the universities and other higher institutions is greater than in New Zealand—that is, notwithstanding lower salaries and lower cost of living, the Swiss nation spends annually on each technical student £3 5s. 2d. as against our £1 16s. 8d.; and on each university students £21 5s. 2d. as against our paltry £14 2s. 9d.; or, again, it spends £5 0s. 11d. on each of the students in the branches other than primary, as against our £4. Not only has our European model twice as many persons in proportion undergoing some form or other of higher instruction as we have, but it is willing to pay more per head for it.

The total net revenue of the Bund (or Federal Government) and the cantons was about 246 million francs; out of this they spent 35,000,000 francs, or 14·2 per cent., on education; the Bund's share was 5,600,000 francs, and the contribution of the Cantonal Governments was 29,400,000 francs, which formed 22 per cent. or two-ninths of their total disbursements. (The Canton of Geneva spent more than one-third of its income on education.) In addition, the communes or municipalities of Switzerland contributed 32,300,000 francs.

Tables E1 and E2 show the amounts contributed towards the cost of education by the Federal Government (or Bund), the cantons, and the communes respectively, and the percentage proportions.

TABLE E1.—AMOUNTS SPENT BY THE BUND, THE CANTONS, AND THE COMMUNES RESPECTIVELY ON THE SEVERAL BRANCHES OF EDUCATION. (The contributions of the Cantons for teachers' pensions, not included in previous tables, are included here. The share of the Communes also includes the following items, which were included in previous tables: Teachers' sick-allowances, £14,000; Bursaries in Secondary Schools, £4,000; allowances to students in Training Colleges, £48,000.)

——	Bund.	Cantons.	Communes.	Total.
	£	£	£	£
I. Primary	84,000	585,000	1,001,000	1,670,000
II. Secondary—				
(*a.*) Sekundarschulen ..	Nil	115,000	134,000	249,000
(*b.*) Mittelschulen	Nil	141,000	26,000	167,000
III. Continuation and Technical ..	84,000*	174,000	109,000	367,000
IV. Higher	56,000†	159,000	24,000‡	239,000
Total	224,000	1,174,000	1,294,000	2,692,000

* None for Continuation Schools, all for Technical Schools. † For the Polytechikum in Zürich. ‡ For Buildings only.

TABLE E2.—PERCENTAGE OF THE COST OF THE SEVERAL BRANCHES OF EDUCATION BORNE BY THE BUND, THE CANTONS, AND THE COMMUNES RESPECTIVELY.

Source of Contributions.	Primary.	Secondary.	Technical.	Higher.	All Branches.
Bund	5·0	..	22·9	23·4	8·3
Cantons	35·0	61·5	47·4	66·5	43·6
Communes	60·0	38·5	29·7	10·1	48·1
	100·0	100·0	100·0	100·0	100·0

It will be seen that the Federal Government bears only one-twelfth of the total cost, while the communes or municipalities pay nearly half, the remainder being the contribution of the cantons. Further, the Bund paid in 1905 nothing for secondary education or for continuation schools; nor did it make any grant for higher education except for the Polytechnikum at Zürich, which is a Federal institution.

Certain towns gave subsidies towards the cost of their University buildings; but the burden of maintaining the Universities falls entirely on the cantonal exchequers. The communes found the greater part of the money for the volksschulen (primar- and sekundar-schulen); but their contribution to the mittelschulen (which correspond to the New Zealand "secondary schools") was less than a sixth of the total cost of these schools to the State, the cantons providing over 84 per cent. of the money required.

It may be of interest to note that no part of the cost of any school or college buildings was provided by the Bund; of the total £140,000, the sum of £64,000 was paid by the cantons, and £76,000 by the communes.

years when he is beginning to look at the world with the maturer eyes of manhood and when his interests are no longer those of the child, but more nearly identical with those of the majority of the earnest toilers around him. In fact, we must extend our "school age" for all individuals—not merely for the professional students—from fourteen or fifteen to eighteen at least. This does not imply that none are to go to work until that age; but, even if the necessity of earning a living makes such a course inevitable (as it undoubtedly does in the majority of cases), still we must so modify our ideas and our practice as to give the apprentices in the workshops, the junior clerks in our shops and offices, the boys on the farms, and the girls in their homes, that instruction which will make them more efficient in their several callings, give them a wider outlook on the world, and therefore make them better citizens. The instruction should go on side by side with their daily work—if possible in the daytime when their energies are fresh, but, if not, in the evening. Employers in other parts of the world have found it to their benefit to have their apprentices educated, and have willingly given up six or seven hours a week for this purpose, and the workers' unions in Switzerland, Wuerttemberg, and elsewhere have cordially co-operated with the employers in voting, in most of the communes, for the legal enforcement of such attendance. In any case, whether the instruction is given in the day time or in the evening, whether attendance is enforced by legal enactment or by mutual agreement, it is absolutely certain that unless we in New Zealand take steps to imitate the example set by older countries, not only shall we fall behind Switzerland, Germany, Denmark, Sweden, and the United States, but we shall by no means keep pace with the more advanced communities in England and Scotland, where the principle I am pleading for is beginning to be recognised.

We might begin with a moderate standard for the young worker between fourteen and eighteen years of age, say, 200 hours of instruction per annum; half the time might be given by the employer (wages being paid for full time), and half by the worker out of his own time. In organized trades, a rule might be made that, in future, admission to a union of skilled workmen should be conditional upon the possession of a certificate that the candidate for admission had followed diligently the full course of instruction as an apprentice to the trade (*i.e.*, a certificate corresponding to the "Certificat de Capacité" in a Geneva trade school). It might even be possible to classify workmen on such a basis; and as membership of a union would be the evidence of a trained artisan, the question of preference to unionists would solve itself, for no sane employer would dream of employing a man who was not a member of a union.

Wherever vocational training (as it has been called) has been systematically established, the efficiency of workmen (and among them we must include the managers and foremen of the various industries) has been vastly increased; competent judges, indeed—not educationists, but employers—have declared that in some cases—notably in certain mechanical trades in Germany, and in farming in America—the value of the output has been doubled in consequence of the awakened intelligence of the workers. Such men would have a just claim to higher wages; but, what is more, the increase of production would probably afford ample means of paying such higher wages, for the needs of the civilised world are by no means satisfied yet.

The importance of the subject justifies somewhat fuller reference to the present law in Wuerttemberg.

VOCATIONAL SCHOOLS IN WUERTTEMBERG.

In Wuerttemberg and Bavaria there has been a great development during the last twenty or thirty years in the matter of vocational schools. Wuerttemberg now leads all German States in the extent of the development of its "Industrial Improvement Schools" (Gewerbliche Fortbildungsschulen) or Industrial Continuation Schools. (The word "industrial" has here nearly the meaning of the word "technical," as commonly used by us). In 1905 it had 243 Industrial and Commercial Improvement Schools, Public Drawing Schools, and "Women's Work" Schools, scattered throughout the kingdom, with a total of 28,574 students (the population of Wuerttemberg is 2,300,000); 150 of the institutions were Industrial Improvement Schools for young men—22 compulsory by local option, and 128 non-compulsory—attended by 18,535 students (1,349 + 17,186); 4 were Commercial Improvement Schools—2 compulsory and 2 non-compulsory—with a total enrolment of 1,245 (225 + 1,020); 42 were Industrial Drawing Schools, with 894 pupils; 15 were Industrial Improvement Schools for girls, with 1,042 in attendance; and 32 were Trade Schools for girls and women, with 6,858 on the lists. Industrial drawing was taught in these schools by 654 specialists, and the remaining subjects by 952 instructors.

Continuation Classes in Wuerttemberg date from 1559, when they were held on Sunday after morning service. In 1818 some of these classes became industrial or technical in character; in 1854 there were 45 industrial improvement schools having both Sunday and evening classes. "The increased efficiency of those workers who attended the fully equipped schools was so marked as to win for all time the influence of industrial employers and unions in favour of the improvement schools. Communes began to exercise compulsion, but results were not always satisfactory, because of the dearth of qualified instructors."

The progress of these schools is shown by the following table:—

Year.	Number of Schools.	Number of Students.
1846	69	4,500
1861–62	84	7,273
1871–72	155	9,763
1881–82	153	10,225
1891–92	188	17,250
1901–2	239	21,054
1907	over 250	over 30,000

It must be remembered that these schools are independent of the general continuation schools (Allgemeine Fortbildungsschulen) and of the special trade and technical schools, as also of the higher Techniken and the Technical College at Stuttgart.

Evening instruction having for many years to a large extent replaced Sunday instruction (the form first taken by these classes), the last step has been to substitute, as far as possible, attendance at day classes for attendance at evening classes, and the establishment of industrial school classes is to be made compulsory. On the 1st January, 1907, an Act came into force, the chief provisions of which are as follows:—

Every locality, or commune, in which for three successive years an average of at least forty male workmen under eighteen years of age are engaged in commercial or industrial pursuits, is obliged to provide an industrial improvement school for their reception and instruction, and to maintain the same so long as the number of workmen of the stated age does not fall below an average of thirty for three years. The ordinary school under the law will be an "industrial school," but, if necessary, a "commercial school" is to be erected in addition.

Every young man in a commune who is engaged in an industrial or commercial pursuit, and is of the required age, under eighteen (boys are usually through the common schools at fourteen) is obliged to attend the school for three years, or until the end of the semester (half-year) in which he reaches eighteen. Communes which establish a four-year course may make the attendance compulsory for the fourth year also. Those may be freed from the compulsory-attendance requirement who attend a guild, or trade school, or other recognised equivalent. Those not of the compulsory age may attend the schools as heretofore. The communes may erect industrial schools for girls, and in accordance with the Imperial law of 1900 may make attendance at these schools compulsory for employed girls under eighteen years.

The communes may collect tuition fees from the pupils, or may compel employers to advance the amount of the fees. The State pays half of the amount required for maintenance after the fees and gifts are applied towards it.

The minimum number of hours of instruction is 280 per year. Employers must make it possible for the young workers to attend, and penalties are provided against employers and parents who fail to observe the law. The law will come into operation gradually in order to allow time for the training of qualified teachers.

Attendance at the option of the communes has been compulsory for some time in other States of Germany besides Wuerttemberg—for instance, in Baden attendance was in 1904 compulsory in 157 schools out of 160; in Prussia (1903), compulsory in 1,082 out of 1,209 industrial improvement schools, and in 182 out of 273 commercial improvement schools; Bavaria (1904) has compulsory attendance for 217 out of 301 industrial improvement schools.

These facts relating to Wuerttemberg are taken from a report by Albert A. Snowden, of the Teachers' College, Columbia University, New York, who, further, in discussing the effects of the system, says,—

"The question of the increase in efficiency through attendance at an industrial or commercial school has long ago been placed beyond the pale of doubt in Wuerttemberg. It is now accepted as a matter of course, and some statistics gathered at first hand from employers, apprentices, and parents by the present writer confirm the soundness of this belief. In a word, the employers are uniformly enthusiastic over the results obtained, and the workers are similarly minded. The institutions make it possible for all, who are willing, to obtain employment. The higher quality of the work that is done enables the manufacturers to compete successfully in the markets of the world, and, even in times of general depression, to keep their workers employed at a wage which, for Europe, is very good, and advances according to skill. For years it has been extremely difficult for the few young men who have not had the advantages of a vocational-school training, and who do not show a disposition to avail themselves of its opportunities, to obtain work from intelligent employers. As final proof, we must remember that the vocational laws of Wuerttemberg have ever been chiefly instigated by business men, and that the recent advanced legislation in this direction is mainly the work of employers."

That the workers have been in favour of it all along is shown by the fact that most of the communes in which they form a majority have voted for compulsory attendance under the Imperial law of 1900.

It will be interesting to compare the following analysis of the school state of Wuerttemberg (population, 2,300,330) with the figures given in Tables A1 and A2 for Switzerland and New Zealand respectively :—

		Actual Number.	Number per 10,000 of the Population.
I. Primary (including preparatory classes of the Gymnasien and Realschulen		341,924	1,486·4
II. Secondary (exclusive of preparatory classes)		16,477	71·6
III. Continuation and Technical—			
(a.) General Continuation (evening and Sunday)	73,234	102,637	446·2
(b.) Technical Continuation (viz. Industrial, Commercial, Industrial Drawing, Industrial for Girls and Women, "Women's Work")	28,574		
(c.) Higher Art Schools	829		
IV. University and Higher—			
(a.) Special Agricultural Schools (including Veterinary College)..	946	6,521	28·3
(b.) Special and higher Technical Colleges ..	3,388		
(c.) State University at Tübingen	2,187		
V. Other special schools of varying grade		5,277	23·0
Totals..		472,836	2,055·5
Receiving public instruction higher than primary		130,912	569·1

It will be seen from the above that 20·56 per cent. of the population of Wuerttemberg were under instruction, and 5·69 per cent were receiving public instruction of a grade higher than primary, which, though scarcely so high as the proportion for Switzerland, is yet more than twice what we can boast.

FURTHER NOTES ON THE SWISS AND OTHER CONTINENTAL SYSTEMS.

METHODS OF TEACHING.

If I were asked what is the key to the success of Swiss and German methods of teaching, I should undoubtedly have to reply that the chief element to which their success seems to be due is the thoroughness with which all their work is done. It may be a prosaic quality, perhaps ; but teachers and pupils seem to be alike completely imbued with it. The thoroughness of the teacher is due not only to his earnest belief in the supreme value of education, but to his skill acquired by training ; in all these countries there is no place for the untrained teacher.

In Germany there are two strong motives urging the individual to thoroughness in work—(1) the possibility, by diligence and good progress through the periods of primary and secondary education, of reducing the term of compulsory military service to one year ; (2) the national idea—not as something external, foisted on, but as an essential part of the whole system—the profound conviction that without education a man cannot be a good member of his commune or a good citizen of the empire.

To the thorough teaching of the mother-tongue I have already borne witness. Its literature serves, moreover, as the vehicle for stimulating the feeling of patriotism. But in the teaching of foreign languages the methods are equally thorough. In the case of modern languages, the method adopted in all the schools I visited was invariably the "direct" or "natural" method. In fact, when I asked a Swiss teacher whether this method was employed in all their schools, he replied with some surprise, "Certainly ; there is no other method. But are there any schools in your country where they do not use this method ?" There is no doubt whatever about the success of the method when used in the thorough manner characteristic of German secondary schools.

[As one example among many that might be quoted, I may take the teaching of English and French in the Erste Realschule of Berlin, whose Rector, Dr. Pohle, was exceedingly courteous in affording me opportunities of seeing the work in his school. Here, as everywhere in Germany, foreign languages are taught by German masters, never by English or French masters. Some of these had been for a time in England or in France; but, generally speaking, the pronunciation of the pupils was not particularly good, the French pronunciation being no better than may be heard in an average New Zealand secondary school. But, as regards the knowledge of the foreign language taken up and the ability to use it, there can be no two opinions. I was present through the whole of a lesson in English given to boys of fourteen or fifteen; they had been learning the language for about six months, and had given four or five hours a week to the subject. Towards the close of the lesson I was asked to question the class. I asked them questions about the objects in the room, the parts of the body, the weather, simple actions of daily life, and about one or two pieces of simple literary English that they had been reading in class. Only once or twice had I to repeat a question because I had used some word outside their vocabulary; even then they seemed anxious to appropriate the unknown word, and add it to their vocabulary. The answers were given without hesitation, in good consecutive English sentences; now and then I had to correct an answer, generally not because it was inaccurate, but because it was unusual or pedantic in form. For twenty minutes or more we were able to carry on quite an animated conversation. The class was keenly alive to learn all they could of the pronunciation of English, and when my pronunciation of a word was different from theirs, of their own accord they endeavoured to imitate me by repeating the word after me.]

In Berlin, English is to a large extent replacing French as the first foreign language taken.

In the dead languages there is also a large amount of oral practice—with question and answer in Latin (and even in Greek) in some schools; consequently there is great freedom and rapid progress in the use of the language. Great attention is paid to the history and local circumstances to which the literature refers; the books read are treated as literature, not as mere instruments for teaching grammar. The standard in secondary schools is high: the amount of reading in Latin is far greater than most of our best schools succeed in covering before the pupils reach the age of nineteen.

[As an example of the amount of ground covered in a good Continental school, I may cite the work done in Latin in the lowest class of the Ginnasio Division of the Liceo Visconti, in Rome, where the beginners read through 147 pages of easy Latin prose during their first year, each page containing about half as much again as would be contained on a page of one of Macmillan's Elementary Series. Even with the greater amount of time given to Latin, and the advantage that Roman boys have in acquiring a language so closely akin to their own, amid surroundings that call to their minds the conditions under which that language was the speech of the rulers of the world, the work done is sufficiently astonishing, and if half as much were usually done in our schools we should be abundantly satisfied. Roman history, literature, and institutions receive much more attention than with us, and consequently the pupils have far more chance of obtaining real culture from their Latin lessons, from the point of view of full and intelligent citizenship, than pupils generally receive from such studies in New Zealand, where much of the work resolves itself into a curious apotheosis of Latin Grammar. What may be remarked in passing is that the pupils are not deficient in pure scholarship—for instance, the quality of the Latin prose would by no means suffer by comparison with that in the higher classes of our best secondary schools. In many schools now established in Italy, Latin receives such free treatment in oral lessons that the method really approximates closely to the natural or direct method. It may be remarked here that this method is being employed in an increasing degree in the English public schools—in the Perse Grammar School, Cambridge, for instance, I saw several Latin classes being taught on the direct method, apparently with much success.]

No attempt is made to take all pupils through a programme of work in Geometry that shall be comprehensive, or that shall embrace a complete logical course in plane and solid geometry; fundamental facts are taught, and pupils are taught to apply these facts readily to practical problems. Our adoption of geometrical reform so far is simply, as a distinguished English teacher of mathematics expressed it to me, the substitution of one Euclid for another. Trigonometry and algebra are treated in the same manner as geometry. Pupils have thus time to know something of algebraical geometry, and even of higher branches, so far as they can be applied to easy practical examples. A course of mathematics in a Swiss gymnasium looks far more formidable on paper than a course for the degree in our University; but in reality it is not so, for, while the ground covered is wider, very little attention is paid to the mathematical gymnastics with which our text-books abound. No one can say, however, that the mathematical power acquired is less: the difference is that, whereas with us only the mathematical genius survives the process, under the Continental method most pupils of even average ability can use the mathematical knowledge that they have acquired.

Science generally is not so well taught in Continental schools as in good schools in Great Britain or the United States of America, or even in the best schools in our Dominion. Lectures on physics or chemistry, even accompanied by the best demonstrations explained with the clearness of a trained German teacher or an Italian scientific expert, cannot take the place of individual experiment and observation for the purpose of training pupils in the scientific method. Very few Continental schools have laboratories for individual work, and even those that are provided with them have not enough to give all or any considerable number of their pupils real scientific training. (It will be remembered that in the Collège de Genève there is no individual laboratory work in the classical division at all, and only in the last year is there any in the other divisions.)

The secondary schools of Berlin have already recognised this weakness, and last year (1907) a commission of seven experts was visiting England and Scotland to find out, as the authorities informed me, "why scientific teaching in English schools was so much better than it was in Germany."

I must not omit to say that in the technical secondary schools, and in some technical departments of ordinary secondary schools on the Continent, the teaching of Science is generally better, and approaches the standard of the best schools in Great Britain; for instance, the Director of the Istituto Tecnico, or Technical High School, of Rome (for boys of fifteen to nineteen years of age) informed me that he did not believe in "lectures," but the pupils and teachers discussed and explained what they had observed, and deduced principles therefrom. The course of science is uniform in all the Istituti Tecnici in Italy, and is very similar to that of kindred schools of Switzerland and Germany.

[In these Istituti Tecnici, which have a four-year course, Natural History, as it is called, is taken for three hours a week during the first two years—namely, Zoology and Botany in the first year, Mineralogy and Geology in the second year. As the school museums are well provided with stuffed and bottled specimens, with good models and illustrations, and these are supplemented by living and fresh specimens collected by the professors or sent from public gardens or institutions, there is not lacking material for observation. In the third year, three hours a week is given to Chemistry—that is, in general, to class demonstrations, and discussions based upon them, although a professor of chemistry at the Roman Istituto told me that, having ample laboratory accommodation, he often adopted the "English method" of making the boys do the experiments individually themselves, instead of giving a demonstration. In the same year all pupils give five hours a week to general physics, treated in a similar manner. In the fourth year pupils of the Physico-Mathematical Section take four hours a week in the Chemical Laboratory, and three hours in the Physical Laboratory, but the Agricultural and Commercial Sections drop these subjects, while the Industrial Section takes instead applied mathematics, industrial chemistry, and laboratory work to correspond.

The full science programme of these technical institutes is given in the Appendix. It may be interesting to compare it with the work in Natural History, Natural Science, Physics, and Chemistry in the programmes of the several sections of the Collège de Genève, which are also to be found in the Appendix, and give a fairly representative idea of the work done in these subjects in most German and Swiss Gymnasien and Realschulen. It may be said on behalf of the science-teaching in all these schools that, however short the training in scientific method falls of the best English ideals, this result, at all events, is secured: that no pupil leaves school ignorant of the leading facts in any of the chief branches of natural and physical science.]

In all Continental countries great importance is attached to History; even in America, as we shall see, more attention is given to this subject than here or in England.

"History" is not restricted to National History, but in most cases includes a general view of the history of the world; less attention is given to military history and military events, and more to national, social, and literary movements than in the text-books written for our boys and girls. Even in the highest classes of secondary schools no pupil is allowed to drop either history or geography, but the treatment of these subjects is adapted to the more mature age of the pupils. It is especially worthy of note that these subjects, being regarded as "Humanities," are treated in a way to kindle truly human interest in the pupils, facts being used only to elucidate and emphasize principles.

Drawing, as is well known, receives full attention as a compulsory subject in the secondary schools on the Continent, and its treatment is probably most successful in France. Everywhere there is a tendency to give up drawing from flat copies, drawing from objects and from nature being substituted. (This is now also a marked feature of the best English schools, primary as well as secondary.) In many of the schools, both English and Continental, can be noted too the facility with which pupils make freehand dimension sketches of objects or models placed before them and develop therefrom working plans and sections. This applies to exercises connected with the instruction in science as well as with the manual work done in the schools. The work in design is based not only on conventionalised representations of natural objects, as flowers and the like, but on the principles of art as seen in Greek, Egyptian, Moorish, Italian, and other examples—that is, on the history of ornament (see "Drawing" in the programmes of the Collège de Genève, &c.).

Some of the professional, technical, and trade schools in Switzerland and Germany lay what would at first sight appear to us to be an extravagant emphasis on the importance of drawing in the technical course; but it must be remembered that in a German or Swiss Gewerbeschule the instructor in drawing, in discussing with his pupil the plans, say, of a machine, enters into all the questions of its construction with a view to its efficient and economical use; and the instruction accordingly embraces so much more than what would seem to be implied in a mere course of drawing, that one goes away with the feeling that the Swiss or German may be right after all.

SCHOOL HOURS.

A slight study of the programmes sketched out above at once directs attention to the amount of time spent in school in countries on the Continent of Europe. In the primary schools of Geneva and Switzerland generally the hours of instruction are 30 per week during the whole of the six-year course; in the Bürgerschulen of Frankfurt the hours for boys begin with 20 per week in the lowest class (Class VIII, six years of age) increasing to 24 hours in the sixth (VI, eight years of age), 30 in the fifth and fourth, 31 in the third, and 33 or 34 in the second and first (II and I, twelve to fourteen years of age). During the last five years of the primary-school course the average duration of school is 31 hours per week for boys and 30·4 hours per week for girls. The great length of school hours is a feature of the secondary schools also. In the Erste Realschule of Berlin the hours vary from 30 to 37 per week, the highest classes having only 30 hours in school, but, on the other hand, their home work is very heavy. In the Collège de Genève we find 33 hours per week in all sections in the upper division of the school, but only 26 hours per week in the three classes of the lower division. In the lower division of the Girls' High School we again find 26 hours per week allotted, but in the upper division this is increased to 28 or 30 hours.

In German secondary schools the hours are generally more than in Swiss schools, but about seven years ago there was a movement in Frankfurt to reduce the school hours by a substantial amount in consequence of serious medical reports to the effect that the health of the youth of the city was suffering considerably from overwork in school. In the secondary schools of Rome the time varies from 30 to 32 hours per week, with a substantial amount of home work. In the Italian primary schools, however, the hours are shorter, being approximately the same as in New Zealand. In England the hours in secondary schools vary considerably; in boys' schools they generally reach 27 or 28 hours at least, but are considerably less in most girls' secondary schools, which indeed in many cases are held in the morning only, the work, if any, done in the afternoon being not class-work but preparation for the next day, by pupils whose parents prefer that their daughters should do such work at school rather than at home.

I took some pains to observe whether there were any signs of fatigue in the pupils in certain German schools where the hours were long, and came to the conclusion that the evidence of mental fatigue was unmistakable in a large number of cases, although general restlessness, one of the first signs that would be displayed by a class of British boys, did not make itself apparent in a class of German boys, either because they are naturally more docile, or because they are better drilled to habits of implicit obedience and attention. On one occasion, when the class was taking a lesson in English at the end of a long morning (five hours without any long rest), I noted that 60 or 70 per cent. of the class (twenty-five or more out of forty) were so tired out that their work was purely mechanical. Again and again, moreover, I thought I observed signs of fatigue in the teachers, a symptom not unknown in other parts of the world. That being so, I am not inclined to recommend any substantial increase of school hours in New Zealand schools. For the present I leave unanswered the query how we are to include in our programme some of the useful work done elsewhere without increasing the length of the school day. America may have something to say to us on this question.

EDUCATION IN ITALY.

In Italy the elementary schools are under the control of the municipalities, which find most of the money required for their maintenance, the State's contribution being in general only about one-twentieth of the total cost, although a somewhat larger proportion is given in the case of poor and small communities. The standard of education varies considerably, especially in the country districts, being so far as they are concerned much better in the north of Italy than in the south. The schools in the larger cities, such as Rome, Florence, and Milan, are generally very good; many of the ideas current in Germany, France, and Switzerland have been adopted, and some, at least, of the work is not inferior to that done in the best schools in those countries. This is especially true of the teaching of the mother-tongue.

The schools maintained by the Corporation of Rome are the maternal schools or kindergartens, and the primary or public elementary schools. One of these, in which I spent a day, the Scuola Regina Elena, is a new school with fine buildings, elegant, although not architecturally elaborate, with good spacious classrooms and wide passages, gymnasiums, cloak-rooms, rooms for teachers and the medical officer. This large school has a roll of over 1,900 children; there are 75 or 76 teachers, including the headmaster, the headmistress of the girls' side, and the chief assistant, who is the deputy of the headmaster on the boys' side. The children have single desks, graded according to the heights of the children, but not adjustable. Many of the children evidently came from poor homes, but all were neatly dressed, and they looked very clean and happy. There are six classes, from the Prima to the Sexta, but each of these classes has several divisions on each side of the school, in which, with a few exceptions in the junior classes, boys and girls are entirely separated. The classes are all taught by adults (trained teachers nearly all), and are small in size; of the ten or twelve classes I saw, the largest contained 34 pupils, the smallest 23, and the average number of pupils present per teacher was 27. The work in Italian struck me as particularly good; the answering was clear in enunciation, and evidently great pains are taken to keep the pronunciation pure; it was easier, therefore, to follow the children with their slow, clear utterance than it was to understand the more rapid and idiomatic conversation of the teachers. As in Switzerland and in most of the German elementary schools, one of the first lessons is a lesson in the mother-tongue based upon what the children have observed. The Saturday before my visit (which took place on a Monday morning) the swallows had reached Rome from Africa; I had seen old and young alike standing in the streets and watching the weary wanderers seeking for resting-places in the gardens of Queen Margherita's Palace. Accordingly, I was not altogether surprised to hear the first question asked in one of the sections of the girls' Prima: "What did you see on Saturday afternoon?" But I was somewhat surprised to see a little girl (aged 6 years and 7 months, as I was informed) stand up, and give seven clearly expressed consecutive sentences, telling the class what she had seen and knew about the swallows. She made one little slip (a colloquialism), which was quickly corrected in a kindly manner; several other pupils gave additional details, until we had quite a simple natural history of the swallow. Once or twice a child was checked by the teacher's inquiry: "How do you know that? Did you see it?" One child promised to bring a dead swallow which had fallen into a neighbour's yard, and was allowed to go home to bring it for the other children to see. Pictures of the swallow were then shown, with a map of the Central Mediterranean, showing Italy and North Africa, and the distance was measured by one of the children to see how many times as far it was from Africa to Rome as it is from Naples to Rome. The arithmetic is good, but, as all tables are decimal, the mastery of the first four rules is practically all that has to be taught. Simple mensuration is always taught, generally apparently by actual measurements—the only rational way. "Lavoro"—handwork—is taken by most of the pupils on Saturday morning; in the upper classes of the girls' side, this is nearly always some form of needlework, knitting, crocheting, or sometimes lace-making.

The carton-work in the middle classes is very neatly and accurately done; the work consists largely of geometrical models, trays, boxes, and representations of common domestic objects. In some schools boys learn woodwork and wirework, and do work in two or more materials in combination to designs by themselves. Drawing of the nets, and drawing from the finished objects are always features of the instruction.

The importance of teaching the domestic arts to girls is being more and more recognised in Italy, probably owing to the influence of Switzerland, but at present these studies are "facoltativi" or optional in the primary schools, although the Government makes special grants for this and other forms of manual work. The weak point of the system is the same as that in the majority of French schools—the comparatively early age at which children leave school: in the Scuola Regina Elena none of the pupils were, I believe, more than 13 years old, and many of the sharper ones leave school at 12; in the French rural schools pupils of 11 and 12 often gain the "certificat des etudes," which entitles them to exemption from school attendance. Attendance during the compulsory period is now being tolerably well enforced in Rome, and still more so in Northern Italy; but in the south it is very laxly enforced, and the number of "analfabeti"—persons unable to read—in the population is very large. In one of the southern provinces (Calabria) the number of "analfabeti" above six years of age is 78·68 per cent. of the population; in Rome the proportion is 43·83 per cent. In Lombardy and Piedmont it falls to 21·58 and 17·69 per cent. respectively; while for the whole population of the kingdom above six years of age, the percentage of illiterates is 48·49 per cent. The proportion is much higher among women than men, but for both sexes there is a gradual improvement, for whereas the number of " analfabeti " for all Italy is 43·85 per cent. of all the men above 21, and 60·39 per cent. of all the women above 21, the percentage of such persons above 12 years of age is for men, 42 per cent.; and for women, 55·5 per cent. The figures are taken from the last available returns—those of the census of 1901 (" Nuovo Manuale Scolastico, 1907," by Dr. Bruto Amante, pp. 16–18). Want of money is at the root of the evil; the immense drain upon the national finances entailed by the vast military system makes a proper expenditure upon education next to impossible. This fact is recognised, even at the Ministry of Education itself; and the great interest taken by the educational authorities in the public-school cadets of New Zealand (about which, without any suggestion from me, they made particular inquiries) was due to the fact that they thought they saw in such a system a key to the solution of the problem of national defence without entailing upon the people burdens too heavy to be borne. " School cadets," said one person in a high position to me, " why, with a few weeks' training in each year afterwards, they would be soldiers!"

The appalling figures given above do not alter the fact that in the large schools of Rome, and even more in those of Milan and other northern towns, the teaching in the elementary schools reaches a very high level. In fact, nowhere, not even in Switzerland, Germany, or America, did I see better teaching of the mother-tongue, linked with the observation of the facts of nature and human life, than I did in some of the best Italian schools. This feature was, perhaps, still more marked in the various classes of the secondary schools. The standard of work reached, for instance, in the Liceo Visconti, with its preparatory Ginnasio, at Rome, was very high; in every class, in every subject, the main idea seemed to be to secure the adequate and clear expression of the pupils' thoughts on that subject in their mother-tongue. The beauties of Virgil, the epigrams of Horace, the narratives of Cæsar, Livy, Sallust, Tacitus, by means of their allusions and the sidelights they throw upon the contemporary history, taken in conjunction with the monuments that every Roman boy sees daily before his eyes, were made the occasion for the intelligent discussion of Latin and Italian literature, and of the political and social institutions of ancient and modern Rome. The standard of pure Latin scholarship was high, but the lessons were quite as much lessons in history and civics, and in the practice of ready speech in modern Italian, as they were lessons in Latin. It was the same with other subjects. I was present at a lecture on modern discoveries in electricity given by Dr. Matti (chief science-master of the school, and a distinguished worker in physics), illustrated by excellent experiments. After the lecture three students stood up and gave without hesitation clear and continuous explanations of the lesson. The first may have prepared his summary; but it was clearly not so with the second and the third (a girl), whom I picked out, and for whom I framed the questions to be answered. The pupils belonged to the two highest classes of the " Liceo," and were from 17 to 19 or 20 years of age. I am convinced that very few of the students in our University Colleges could have passed such a test as well as these young Italians did. The value of such exercises in mental development is, I think, sufficiently obvious.

The salaries in the elementary schools are very low indeed: the minimum legal salaries payable to teachers in primary and infant schools are: City schools—Men, £48 to £64 a year; women, £38 to £48 a year. Rural schools—Men, £36 to £40 a year; women, £30 to £34 a year. Many Communes make additions to these salaries, in some cases more than doubling them; additions are also made in the case of married men, and of men or women having parents or other relatives dependent upon them, and small extra grants are made for manual instruction. Where the commune is too poor to pay the minimum legal salary, the amount is made up by the Government, or the school is closed.

The pensions payable to retiring teachers with 25 years' service or over, and the allowances to widows, orphans, and other dependent relatives of deceased teachers, are comparatively liberal: for instance, a teacher with 25 years' service retiring at the age of 60 would get a little over three-fifths of his average minimum legal salary; if he retired with the same length of service at the age of 65 he would get 48 per cent. of his average minimum legal salary. With 40 years' service if he retired at the age of 60 he would get a trifle more than his average minimum legal salary; and with the same service if he retired at 65 he would get 1·32 of his average minimum legal salary. The additional allowances and the additional salary paid to him (if any) by the commune are not taken into account in assessing the pension. It will be noted that in the assessing of pensions a principle is taken into account that in our superannuation systems receives no weight—namely, that with the same length of service a teacher retiring, say, at 65 receives a higher pension than one retiring at 60. This is actuarially sound, as the older teacher has presumably a shorter time to live. I am not quite sure, however, whether on grounds of public policy ours is not the better plan; it is not desirable to give extra inducements to worn-out teachers to remain in the service.

NOTES ON FOUR ENGLISH SCHOOLS.

THE "MICHAEL FARADAY" LONDON COUNTY COUNCIL ELEMENTARY SCHOOL, WALWORTH, S.E.

This school is an excellent example of the practical carrying out of the new ideas in education. The headmaster is Mr. Marshall Jackman, whose name is probably known to all in New Zealand who read English educational journals. Comparing its work, class for class and age for age, with that in our New Zealand town schools of similar size, I came to the conclusion that it reached a very high standard. The programme in each subject is well thought out, and thoroughness is a marked characteristic of its execution. Great attention is paid to English, oral and written, emphasis being laid on comprehension and on clear and accurate expression of thought. In arithmetic no paper or slate work is done until after Class 3 (the old Standard IV) is passed; the work is all done either mentally or on the blackboard. The questions are all very practical, and the numbers used are small. I was allowed to test the work in Standard IV, and found it very good. The programme of the instruction in this subject is printed in the Appendix.

Science is taught on the heuristic method, the boys working in pairs. They are encouraged to extend their knowledge by visiting museums and factories, and by consulting books in the excellent school library. The programme is a comparatively simple one, as will appear from the scheme of Practical Science for Standard VII, which is given under the head of the "Teaching of Science" in the Appendix.

One of the features of the school is the method adopted in the highest class of the boys' school. Only a few of the lessons are what may be called formal—namely, a few lessons in arithmetic (including simple book-keeping) and in English; science, as in the programme already referred to, and manual work. All this occupies not more than a third of the school hours. For the rest of the time each boy takes up a special subject chosen by himself, and finds out all he can about it by personal investigation and by use of the class library, which contains many good books of reference. One boy was taking up the subject of the London County Council electric tramway system. He received through his master permission to visit a power-house and a car-factory, to examine the wheels and other fittings, the brakes, and so forth; he read all that he could on the subject, and made notes in a special note-book of all that he saw or learnt from books, or in answer to questions; he made drawings and diagrams to illustrate his notes, and connected the knowledge he gained of electric power with the science lessons. He might, the master said, make, in the manual workshop, models of parts of tramcars, &c., and might even make a small complete working model of an electric tramway. He had to study the cost of manufacture, of installation, and of working. Finally, he had to write a clear, consecutive account of the whole matter. Other boys would take up historical, geographical, literary, commercial, or other technical subjects. The master of the class, which at the beginning of the year contained 27 boys, exercised a right of veto over the subjects chosen, sometimes suggesting questions for investigation. He guided the inquiries of the various pupils, and looked over and corrected their notes and essays. The knowledge gained became the common property of the whole class. It is contended that the boys leave school with the desire and the power to find out things for themselves, and, as they often choose subjects connected with their future trades, really prepare themselves for intelligent work therein. The father of the boy I have referred to was in the service of the London County Council tramways, and the boy's ambition was to be a motorman or to be engaged in the power-house.

Altogether, the method of work adopted in the class was very suggestive. It will be observed that a good reference library for the class is an essential of success; moreover, the class should not be too large. The method is worthy of consideration in our classes Standard VI and Standard VII, especially the latter, even in the country. It has one great advantage that the pupil is kept occupied about some useful work in which he is really interested, and if he has to leave school before the close of the year, leaves it with some definite tasks completed.

OUNDLE GRAMMAR SCHOOL.

This is one of the English public (secondary) schools, which has in a comparatively few years sprung into the first rank. Situated in a quaint little country market-town of Northamptonshire, it is a wealthy school, the value of its endowments having greatly increased lately; of this fact the governing body, acting upon the advice of the vigorous and progressive head-master, Mr. Sanderson, has taken full advantage. New classrooms, workshops, and boardinghouses have been erected, and new playing-fields laid out. It has the usual classical side, but instead of the modern side found now in most English public schools, it has an engineering department to which a large number of the boys belong. This department is intended to give its members not a professional engineering training, for which they are on account of their age not yet ready, but a general school training with a strong bias towards engineering, especially electrical engineering; while English and modern languages, therefore, are taught in a thorough manner, great stress is laid on mathematics, physical science, drawing, and manual work. All these subjects are studied in a very practical way. The method of teaching chemistry and physics is of especial interest; electricity and magnetism, for instance, are treated in a manner quite different from that in which they are usually dealt with in other good English secondary schools—that is, the method is neither the pedagogic method, in which the individual laboratory experiments illustrate the theories discussed in the classroom, nor is it the ordinary form of the heuristic method, in which the pupils under the guidance of the master perform simple laboratory experiments to rediscover for themselves the main principles of the science under investigation; it resembles, rather, what may be called the American method, as in one form or another it is employed in the science teaching of the high schools of New York, Chicago, and other cities of the United States, more particularly in those secondary schools known as manual-training high schools. Oundle School, it may be remarked, is well equipped throughout all its buildings with electric light, heat, and power; with telephones, electric bells, and so forth; the power being generated in the school workshops. All instruments and machines are accordingly of working-size, not mere laboratory models. The beginners in electricity commence by making themselves familiar with the electric current in actual use; they measure the current, its voltage, its electromotive force, the resistances of various kinds and sizes of wires, the electric units required for various purposes, ascertain the position of breaks in the different systems, and learn how to make and repair electrical apparatus. Their interest is keenly aroused by the practical character of their work, and from time to time they are quite ready to investigate by experiments reduced to the simplest form the reasons for the phenomena they have observed in practice. The laboratory work is directed in their minds not to an end which is more or less abstract, and perhaps only dimly formulated, but to the solution of problems suggested by their observation of the actual behaviour of the electric current. Of the nature and properties of the current they have, too, much clearer ideas than is usually gained in the ordinary laboratory programme taken up in schools. The master who directs the work is not only an expert teacher, he is also a qualified engineer. The method, which was at first adopted only in the case of those belonging to the engineering side of the school, was found so effective that boys of the classical side now do their science work on the same plan. It may be called the analytic heuristic method. The ordinary heuristic method is synthetic in character, as the pupils attempt to build up a science in the same order as that in which its laws were first discovered; whereas at Oundle, and elsewhere where the same system is adopted, the discoveries of modern science are taken for granted, the most perfect instruments are used, and research is then directed to discover the laws on which their working depends. It is obvious that the method can be used in other sciences besides electricity. For example, an approved method in agriculture could be practised first under ordinary conditions, then varied, and finally resolved into its simplest form for the purpose of discovering the laws on which it is based. Similarly with cookery and other branches of domestic science.

Modern languages are taught at Oundle on the direct method; but in this respect and in others which may be named, the school does not call for special mention. It is, in short, one of the best English public schools, faithful to a large extent to the old ideals, but moving forward very rapidly in the new lines along which education to-day is travelling. Above all, it recognises the fact that all boys are not alike—that many for whom Latin and Greek present no attractions should be educated on lines which appeal to their practical instincts, and that the education which they thus receive may be made both real and sound.

BEDALES SCHOOL.

The Bedales School, near Petersfield, Hampshire, is a private secondary school, established for the purpose of making an experimental test of certain reforms which the enthusiastic principal, Mr. Baddeley, thinks desirable in the traditional methods of secondary education.

The new departures may be indicated briefly as follows:—

(1.) Believing that the ordinary public school is defective inasmuch as it removes boys from many of those influences found in every healthy home, the headmaster has adopted the principle of the coeducation of boys and girls, and the attempt is made to train the two sexes together so that there may be between them not so much a feeling of rivalry accompanied often by a woeful ignorance of their respective aims and powers, but a mutual cooperation and natural intercourse in work and, to some extent, in play that is or should be characteristic of family life. It is thought that by making some approach to the conditions of a home the school may succeed in softening without enervating the boys, and in strengthening without unsexing the girls. So far as I saw during the brief visit I made the institution succeeds in its object to a remarkable extent. This part of the experiment is not altogether new, as the coeducation of boys and girls has often been carried out before in boarding-schools established by the Society of Friends. But the idea has rarely been applied before on the scale of Bedales to boys and girls of the class who usually go to separate secondary schools. [Of course, coeducation in day schools is common enough in many parts of the world, notably in America, but it stands on a somewhat different footing, inasmuch as day pupils are subject in their homes to many of the conditions sought to be created here. For a partial discussion of coeducation in American High Schools the reader is referred to remarks under this head in the account of the schools of Chicago.]

(2.) Far more time is given to manual instruction and to open-air pursuits than is usually given in either boys' or girls' secondary schools, the object being to bring the education of the growing youth of both sexes into a closer relation with the facts of nature and of human life.

(3.) Although the classics are not neglected, there is far greater choice of programme than is afforded, at all events, to boys in an ordinary English public school, and pupils intended for any profession are enabled to get a training which, while it secures a fair degree of general culture, gives a sound preparation for their future profession, and a strong bias towards it; there is no attempt, however, to give any part of a special professional course.

(4.) In nearly all subjects the teaching is carried on according to the most modern ideas, and there is a great deal of freshness and originality about some of the methods employed. The staff consists of men and women highly qualified in their respective branches, who throw into their work a degree of quiet enthusiasm that cannot but infect their pupils. The master in charge of the work in mathematics and physics, Mr. Garstang, is a well-known writer on the teaching of these subjects. In his view, the recent change in the teaching of geometry is not carried out fully by the mere substitution of one Euclid for another, changing only the order of the propositions, with a little geometrical drawing thrown in. The real reform is the basing of the whole science upon concepts derived from physical facts determined by observation and experience, and the using of those concepts to establish deductively certain general principles of the abstract science, which are to be tested and applied again in practical examples and problems. It is accordingly not so important that the pupils should prove and memorise a large number of geometrical propositions, as that they should acquire the power of dealing with geometrical propositions and their practical applications from first principles. It is somewhat paradoxically said that they might be allowed to forget a proposition as soon as they had proved it, if they had in discovering the proof acquired the power of successfully attacking a similar question when it arose in the course of their work; but, in fact, if their knowledge is based on concrete and practical experience, to forget a leading proposition established in this way is the very last thing they are likely to do.

The experiment as carried out at Bedales raises the suspicion which has for a long time suggested itself to the minds of many teachers of geometry, that the setting of pupils to learn second-hand proofs of propositions is a mistake, that the propositions should be discovered by the pupils for themselves, and that the number of stock propositions might be greatly reduced—might be reduced, namely, to those which may in the strict sense be regarded as fundamental—that is, to less than half the present number. The time gained would be devoted to a really scientific treatment of the subject.

Science is treated on the heuristic method; the range of work covered is not wide. For the establishment of a natural law the pupils make many experiments, taking the mean of their measurements, and drawing diagrams on squared paper, from which they endeavour to discover the required law—not always successfully. In fact, it appears to me that the limits of graphics are not always recognised, and that especially with young pupils it is necessary to do a large number of direct or natural graphic diagrams (the tracing of actual curves, &c.) before using the method for the solution of problems in which the co-ordinates have a symbolical meaning, and that even then, at first, the examples chosen should be very simple—relating to such elements as the age and height, or the age and weight of boys, temperature and barometric pressure day by day or from hour to hour, population and time (years), space and time, velocity and time, &c. To begin too soon with examples in which x (a *length*) represents *volume*, and y represents *pressure*, for instance, is very confusing to the pupil of average intelligence; if he does succeed in getting a correct statement of Boyle's law, he is apt to miss the real physical significance of his supposed discovery. No doubt, careful questioning upon the diagram will enable the teacher to guard against this; but it is obvious that misconception will be avoided most surely by the pupil who has had a thorough grounding in simpler and more direct applications of the graphic method of representation of quantities. From the evident skill of the teachers, I should judge that the faults referred to are generally avoided at Bedales; but one or two examples of pupils losing their way in a mass of graphics came under my notice, and suggested the remarks already made.

Altogether, the school is a marked success in many ways; at all events, it shows the great advantages of treating secondary education in a more natural and practical way than that which is honoured by the tradition of several generations.

CLIFTON COLLEGE.

This well-known school has had a succession of famous headmasters, and under its present head, Dr. A. A. David, it promises to maintain a leading place among the great English public schools. The division into classical and modern sides, which, in common with most other public schools, it has had for many years, has lately undergone some modification, the work of the modern side being much more solid and serious than it formerly was, so that it has ceased to be the "rubbish-heap" of the school. There are now three divisions or "sides" in the school—modern, military, and classical. On the military side great attention is paid to mathematics, drawing, science, and modern languages. All pupils take Latin; but otherwise the work on the modern side is even more modern than in a Berlin realschule, for the science is dealt with in a way calculated to develop individual power of observation and initiative. Equality of status in the modern, military, and classical sides is secured by equality of treatment in regard to promotion into the Sixth Form, with all its privileges. Physics and chemistry are both taught quantitatively and by individual experiment throughout, physics preceding chemistry. Both are taken by all pupils of the Upper School, but neither is taken in the Lower School, where there is substituted an excellent general course of elementary science (nature-study, &c., called at Clifton, on account of its miscellaneous character, "fancy science"). The method of teaching science is different from that at Oundle, as simple laboratory experiments precede, as with us, the use of such apparatus as would be employed by the engineer or other professional man. One very noticeable feature of the changes that are taking place is the fact that in the modern side the teaching of English occupies six to seven hours a week. English schemes are now being drawn up with the following aims in view:—

(1.) To co-ordinate history, regional and social geography, and English literature;

(2.) To cover as much ground as possible, whole works of authors being studied so far as time will allow;

(3.) To secure facility and correctness in composition.

The schemes were originally drawn up for the modern side, but are now largely common to it and the classical side. The number of boys in the school is about 550, of whom 100 are in the Lower School, and 450 in the Upper; the majority of the latter are in the classical side, where Greek is compulsory for admission to the Sixth Form. The school hours are from 8.45 to 12.15, and from 3.45 to 6 on Monday, Wednesday and Friday, Thursday and Saturday—that is, excluding preparation periods and intervals, a total of about twenty-eight to thirty hours a week.

AMERICA.

The rapid progress of settlement in Canada, the movement of population westwards, and the great influx of immigrants, are elements sufficient to try severely and to disturb any education system. The various provinces of the Dominion are striving bravely to cope with the problems that crowd upon them, and will probably succeed in time; but, meanwhile, with the exception of such institutions as the McGill University at Montreal, the Macdonald College at St. Anne's (near Montreal), and the Ontario Agricultural College at Guelph, there are few points that call for mention in this report. These institutions will be dealt with in the Appendix.

One note of warning is sounded in the report of the Minister of Education in the Province of Ontario: he points out the serious facts that qualified teachers are becoming more and more scarce; that the proportion of women teachers to men teachers—already more than three to one—is increasing; that, out of 6,007 teachers in the rural schools, only 1,898, or a little over 30 per cent., are fully certificated, the rest holding only temporary licenses or a lower qualification still; that most of these uncertificated teachers are girls between eighteen and twenty-two years of age, with no intention of remaining longer than the three years for which their temporary certificates are valid. In Ontario the average experience of the male teachers in rural schools is only 6·9 years, of women 4·1 years, and even including the towns and cities the figures rise only to 9·3 and 6·4 respectively. The average experience of all the elementary-school teachers in the province is only 7 years! Obviously, it was not too soon (last year, 1907) that the Macdonald College was opened, with facilities for training four or five hundred rural teachers.

The position is much the same for the majority of the small rural schools in the United States. The country school that manages to secure for its teacher a girl that has "graduated" after a four-year course in a high school is comparatively lucky: although she has had no professional training, she is at all events reasonably well educated. Until the salaries are increased above the miserable pittance that is usually paid (from £6 to £8 a month, paid for ten months only), the small rural schools in Canada and the United States are not likely to get, and perhaps do not deserve to get, better teachers.

The following table may be useful for purposes of comparison:—

AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS IN CERTAIN PLACES.

	Average Salary (adults) to the nearest Pound.	
	£	
Switzerland (1905)	45	
England and Wales (1905–6)	92	(men, £128; women, £78).
Scotland (1906)	104	(men, £153; women, £79).
Ontario, Canada (1906)	79	(men, £106; women, £72).
United States (all) (1905)	126	
Ditto, North Atlantic States	168	
„ South Atlantic States	80	
„ Western States	176	
„ Chicago	181	
New South Wales (1906)	145	
*New Zealand	150	(men, £193; women, £133).

There is much to be learnt from the education systems of the chief cities of the North Atlantic, North Central, and Pacific States; although dealing with urban populations, they are much more elastic than the systems in vogue in the great centres of population in Europe. Accordingly, I have devoted a good deal of space to a description of the organization and methods of the schools of New York and Chicago. The great movement for agricultural education, seen to most advantage in the middle-west portion of the United States, is worthy of separate attention in the Appendix.

EDUCATION IN NEW YORK CITY.

As is well known, public education in the United States is almost entirely the concern of the individual State, not of the Federal Government; it is regulated almost entirely by State laws. The various systems possess much in common, and the similarity between them is very close in most respects in the North Atlantic and North Central States. The unit of

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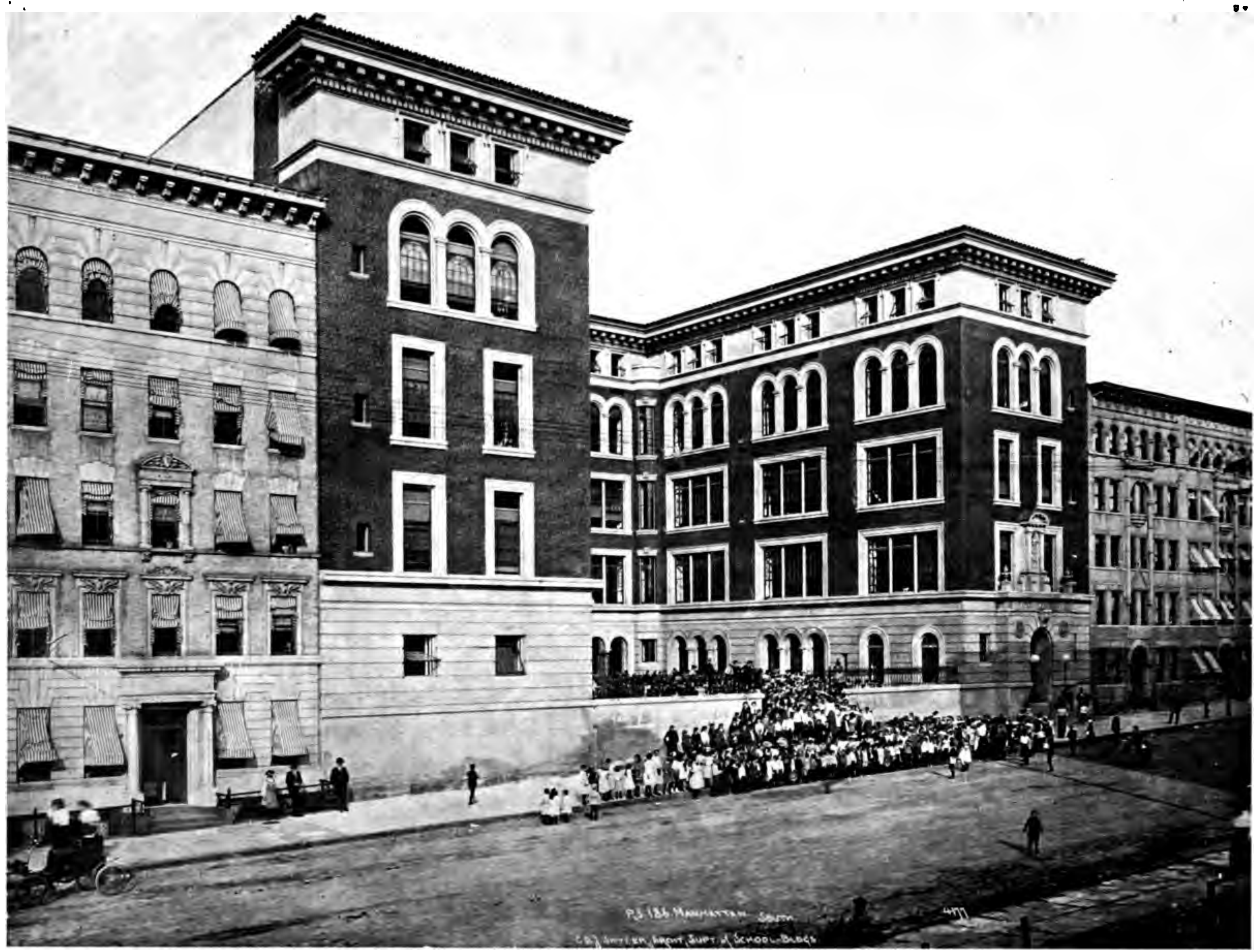
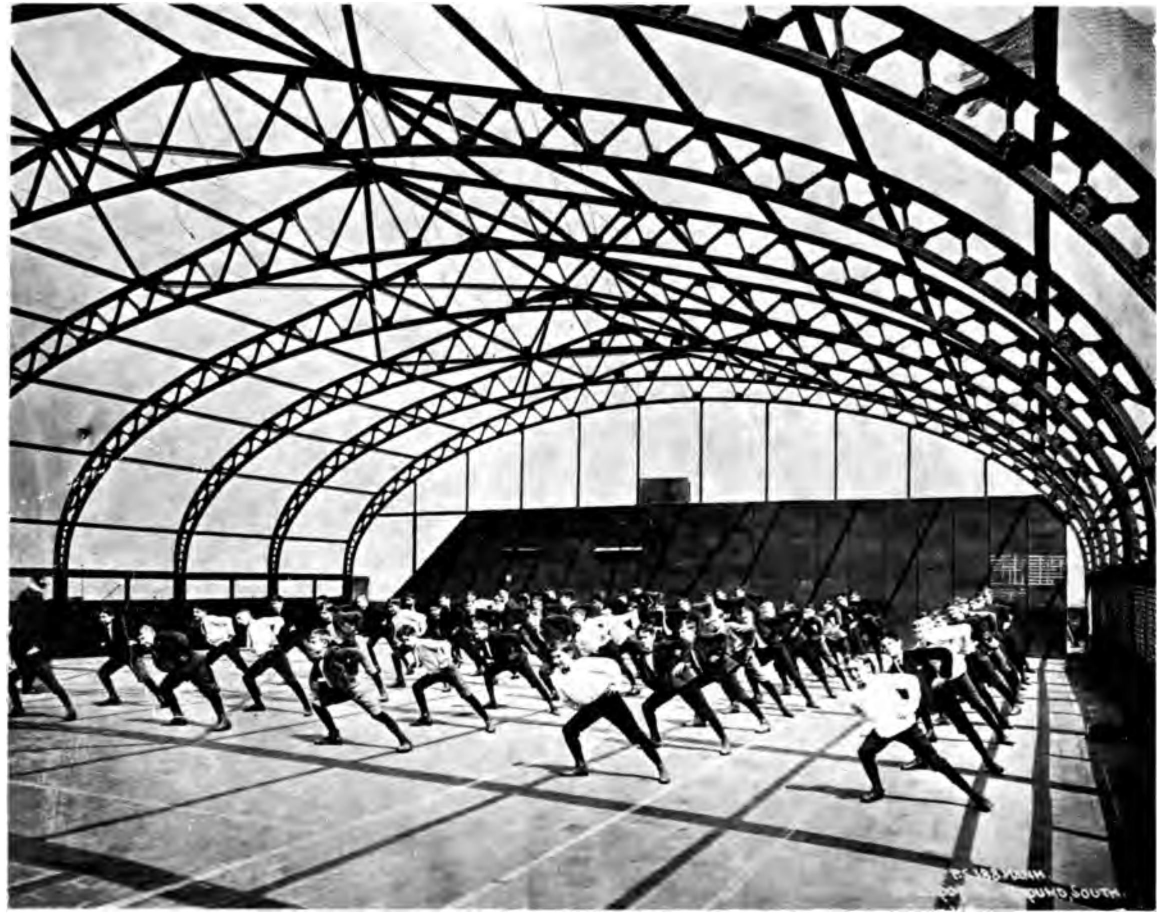
* To give a fair basis of comparison I have excluded schools of grade 0—that is, schools with an average attendance of less than 15, in which there is no fixed salary, but a capitation of £6 per pupil.

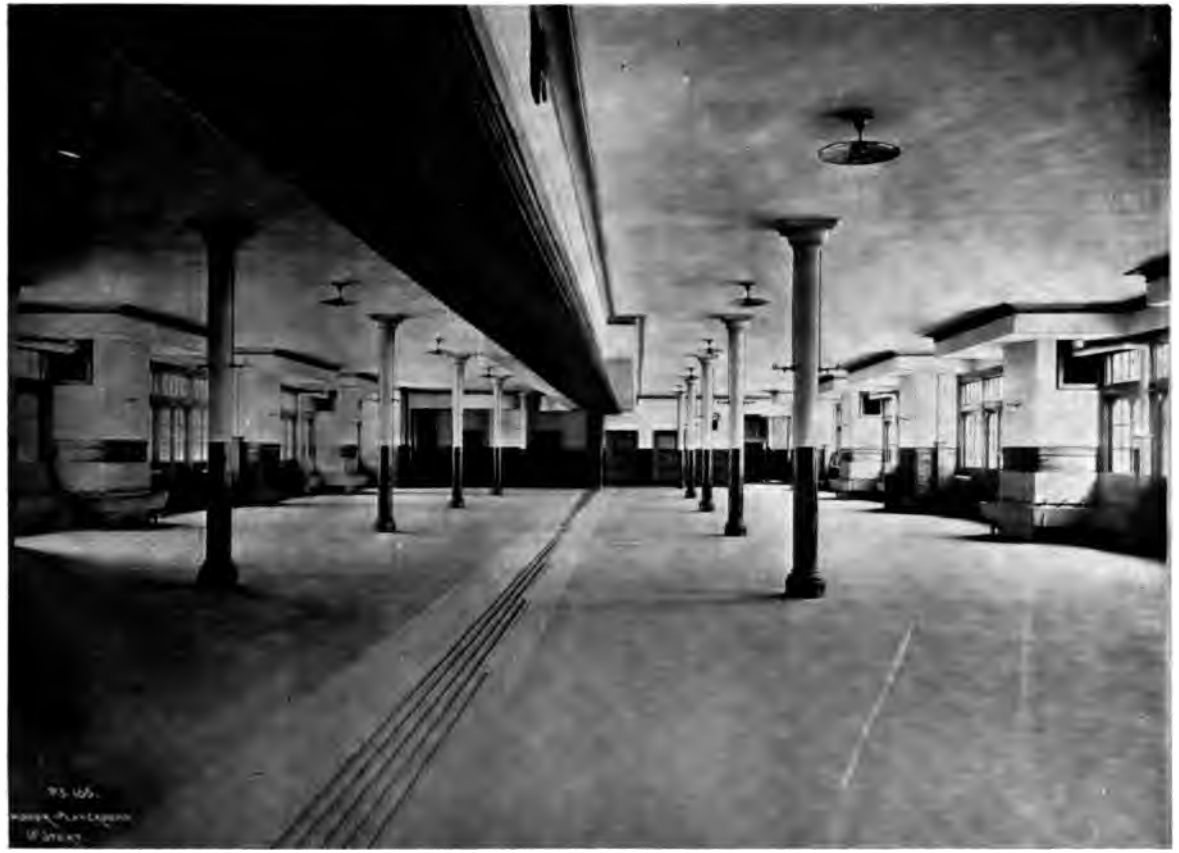


AN ELEMENTARY SCHOOL IN NEW YORK CITY.

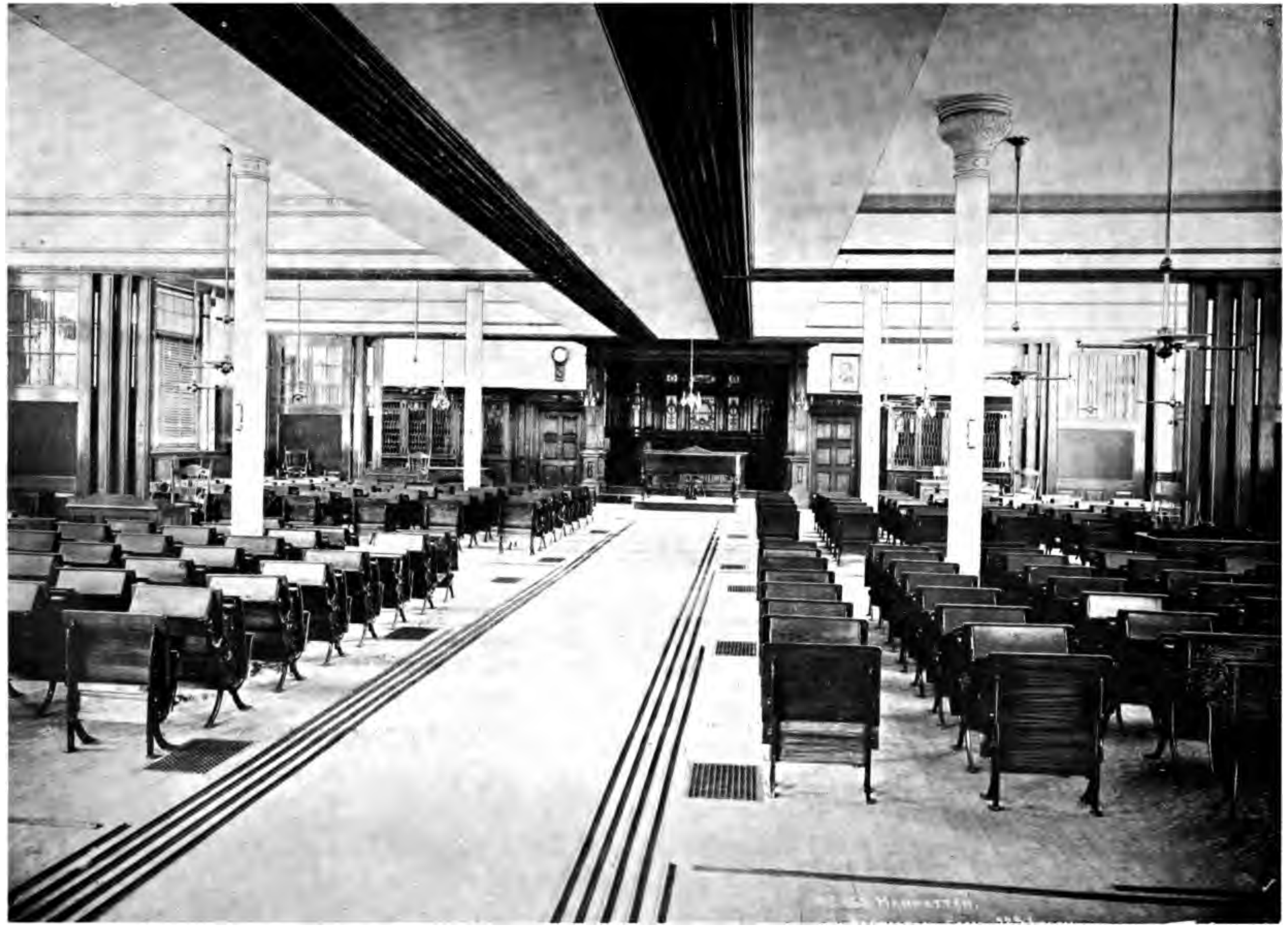
Built on the H plan; the two ends abut on two parallel streets; has roof playground; has 1,824 pupils on register.



Physical Drill on the Roof Playground of a New York Elementary School.



INDOOR PLAYGROUND OF A NEW YORK ELEMENTARY SCHOOL.
It can be divided into two, for girls and boys respectively.



ELEMENTARY SCHOOL, NEW YORK.
which can be divided into eight class-rooms and a central corridor by means of sliding partitions.

administration for nearly all parts of the system, except university education, is the city or county; and by this local authority most of the cost of education is met. Although an urban area, New York may be taken as a fairly typical example to illustrate the administrative system. The most prominent figure in the New York Board of Education (or in any other city or county) is the Superintendent of Schools. Either by himself, or in conjunction with the Board of Superintendents (which consists of himself and his associate City Superintendents), he possesses most of the powers and duties which in New Zealand are distributed among the Chairman and the Secretary of the Education Board, the Inspectors, and the Inspector-General of Schools; in fact, he exercises some of the powers here belonging to the Minister, or even the Governor in Council. He is appointed for six years, and for that time exercises almost autocratic rule: he assigns the duties of the associate City Superintendents; he allots the District Superintendents to separate districts or to special duties; he is a member of the several Boards and Committees, and chairman of all except the Board of Education and the Board of Retirement; he enforces the compulsory-attendance law; he appoints and dismisses the school-attendance officers and the clerical staff of his office. The Board of Superintendents, of which the Superintendent of Schools is chairman, practically establishes schools, kindergartens, and special departments, increases or decreases the number of classes in schools, determines the licenses and appointments of teachers; it ascertains the fitness of teachers for promotion or increase of salary, and grants leave of absence to teachers; it determines courses of study, issues syllabuses, and prescribes text-books. Many of these acts it performs nominally in the form of recommendations to the Board of Education, and others are subject to the confirmation of the Board, but the practical power rests with the Board of Superintendents, especially with the Chief Superintendent. The District Superintendents, twenty-six in number, are appointed by the Board of Education, on the nomination of the Board of Superintendents, for a term of six years; they perform, under the direction of the Chief Superintendent, duties very similar to those of Inspectors of Schools, except that they enforce the compulsory-attendance laws, and attend the meetings of the Local School Boards, which resemble School Committees. The Board of Examiners consists of the Superintendent and four other persons appointed on his nomination by the Board of Education, for six years; it holds such examinations as the Superintendent may prescribe, and grants licenses to teachers. The salaries of these thirty-nine executive officers, together with those of two medical officers, amount to £44,782 per annum—an average of nearly £1,100 a year.

The population of New York in 1906 was 4,152,860; the net enrolment in all the public schools (kindergartens, elementary schools, high schools, training-schools, truant schools, and nautical school) was 680,322, or 16·4 per cent. of the population. (The corresponding figures for New Zealand are 149,610 or 15.6 per cent.; Switzerland, 614,582 or 17·7 per cent.) The average attendance is 89 per cent. of the roll-number.

There are 510 public schools in the city—namely, 3 training-schools for teachers, 19 high schools and high-school departments, 485 elementary schools (including kindergarten schools and departments), 2 truant schools, and 1 nautical school. The three training-schools have a staff of 71, and 1,217 students.

The elementary schools and kindergartens have an enrolment of 545,420 (kindergartens, 15,609): they are staffed by 13,091 teachers, of whom 12,005 are women. The ratio of women employed as teachers in these schools to the number of men is as 1,105 to 100 (in New Zealand, in all schools, except those of Grade 0, there are 124 women for every 100 men); out of 416 principals of elementary schools, 211 are women. The average number of pupils to a class in the elementary schools is 43, in the kindergartens 28. In the public high schools there is an average register of 21,493 pupils or 51·8 per 10,000 of the population (New Zealand 72·7, and Switzerland 203·1 per 10,000); the staffs consist of 990 teachers—472 men and 518 women; the number of pupils on the register to each teacher is on the average 22 (New Zealand, 21). In addition to the staffs of public schools named above, there are 17 directors and assistant directors, and 344 teachers of special branches, 255 of the latter and 8 of the former being women.

The three training-schools have a total of 1,217 student-teachers (14 men and 1,203 women), with a staff of 68 instructors.

The cost of the education system of New York, including the elementary and high schools, and the training colleges for teachers, but exclusive of special schools such as the parental schools, is £7,149,600, which shows an expenditure for salaries of teachers of 16s. 9d. per head of the population; for other expenses of maintenance of 4s. 10d.: that is, the total cost for the maintenance of the schools is £1 1s. 7d. per head of the population, while the expenditure for new buildings is 12s. 10d. per head. The figures are those for the year ending 31st July, 1906. The large amount spent on new buildings is due to the efforts made to supply the great deficiency of accommodation in elementary schools, which for many years compelled the authorities to double-bank the schools, using the same buildings for two lots of children each day.

The corresponding figures for New Zealand are, for all expenses of maintenance, 17s., and for new buildings, 1s. 2d. per head of the population.* Taking all the New York schools named, the cost per head of the average roll was £12 11s. 10d., and the cost per head of the average attendance, £14 3s. 2d.; in New Zealand it was £5 15s. 6d. and £6 15s. 5d. respectively.

The compulsory school age in New York is from 8 to 14, the age of beginning the primary-school course being thus very high, two years higher than in Switzerland, and one year higher even than in New Zealand. There is, however, a movement on foot to lower the compulsory age of entrance to seven or six; it will probably be lowered to seven, as the financial and other difficulties involved in providing the additional accommodation that would be rendered necessary by a reduction to six are very great.

The proportion of pupils in the eighth or highest grade is 5·3 of the total roll-number; in New Zealand the number of pupils in class VI forms 8·2 of the roll-number, and, exclusive of those in the secondary departments of district high schools, the pupils in the classes VI and VII together are 10 per cent. of the total roll—nearly twice as high a proportion as is found in the corresponding classes of the New York City schools. It must be remembered, however, that we have not here the constant influx of more or less illiterate foreign immigrants that in the American city lowers the standard reached by so many of the pupils. The serious character of the problem created by the continuous admission of large numbers of alien children may be realised from the fact of which I was informed by the principal of a typical large elementary school in the south-east of Manhattan, that more than half of the new "admissions" last year could not speak English when they entered the school, or could speak only a few words. The difficulty of dealing with such an element has put the teachers on their mettle, and the result is that the skill displayed in most of the schools in the teaching of English would afford an object-lesson to teachers in any part of the world; it has even reacted upon the methods used in teaching children from English-speaking homes, who in all the lower grades are taught in separate classes. The cultivation of oral speech, which is so prominent a feature in all the schools of Continental Europe, is equally emphasized here. Common things coming within the daily observation of the children, simple domestic operations performed by the children in the school kitchen, handwork of various kinds, pictures, toys, and games are all employed as means to make the children speak English clearly and readily, and are also so chosen and arranged as to make them realise the most important domestic and civic duties, and their great privileges as American citizens. The education they receive is not only thorough, but natural, human, and home-like, although perhaps it may be difficult to understand the appropriateness of the last epithet when applied to the methods of a school containing, say, 2,000 to 3,000 children; it is, nevertheless, strictly true. The consequence is that the school-teacher is universally respected, and, indeed, there are quarters in the city where it is said to be scarcely safe for a policeman to venture alone, but where the teacher is welcomed as a ministering angel.

Throughout the whole programme of the school work there is seen the influence of the ideas which are to be seen in their most pronounced form in such schools as the Horace Mann schools, described elsewhere in this report. True, the special methods based on those ideas are not carried out to the same logical extreme in the ordinary elementary schools; but all the teaching is intensely real, practical, natural, and consequently full of interest.

The school buildings are extremely good and often costly, sometimes passing the boundary-line in the direction of extravagance. The influence of the special medical officers of the Board of Education is shown not only in the excellence of the medical inspection of the pupils—so far as it has been possible to carry that out in so vast a population—but in the almost perfect sanitation of the most modern schools. The illustrations will give some idea of the kind of school building most current to-day in New York.

Kindergartens.

"The Kindergarten," says Dr. Maxwell, "gives right direction to the child's self-activity at his most plastic age, and introduces him in a happy way to the discipline of the school. The growth of the kindergarten in our public schools has been both rapid and steady. And yet there are many schools which have as yet no kindergartens . . . . There are thousands of children of kindergarten age who would be much better off in public-school kindergartens than they are on the streets or even in their own homes. [" Kindergarten age " in New York means from five to six.] It is very clearly the duty, therefore, of the educational authorities to provide kindergartens at the earliest possible moment in those schools which are not so provided."

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* The cost of the education system of Boston in 1906 was for all expenses of maintenance £1 4s. 6d., and for new buildings 6s. 11d. per head of the population.

School Excursions, &c.

In many of the schools the regular school exercises are varied from time to time by excursions to parks, gardens, museums, aquariums, manufacturing establishments, and to places and buildings of historic interest. These excursions are usually made after 2 p.m., so that, as the school day generally ends at 3, the pupils lose but one hour of the school session. The purposes of the visits are explained in advance, and suggestions are given as to the best way to utilise time. The teachers accompany their pupils, and direct attention to what is specially worthy of observation. Later, in oral or written form, reports on what has been observed are called for. In this way the work in nature-study, geography, history, and language is made interesting and profitable; the powers of observation and expression are greatly strengthened; and school life is made more real. (Eighth Annual Report of New York Board of Education, 1906.)

Manual Training.

In the schools of New York manual training is well-nigh universal—at least in one form or another; but all schools are not provided with special rooms or appliances. The two main features of the work are (i) that it is not all postponed to the higher grades, but simple exercises in constructive work, and simple domestic operations are used even in the lower grades as affording the means and the opportunity of connecting the rest of the teaching with the concrete facts of life; (ii) that all through the school course, the manual work is used as an adjunct to the language work, which is regarded, as on the Continent of Europe, as the central feature of the school programme. As one of the Directors of Manual Work expresses it, " We have established a conviction that the child not only learns to do by doing, but learns to know by doing." The handwork is taken, not so much as a separate subject, or for the sake of the finished products, but as a road to knowledge, and the knowledge thus gained should be correlated with its other knowledge. In the upper classes, of course, the handwork becomes more specific in character. Of its value Dr. Maxwell has no doubt: " The usefulness of the workshop for boys and the kitchen for girls no longer admits of discussion; it is established by ample experience. The workshop cultivates accuracy, truthfulness, invention, and skill; it gives the boy the use of his hands and the use of tools; it teaches him the inherent dignity of labour, and shows him the abiding satisfaction to be obtained from skilful workmanship; it prepares him for mechanical pursuits if he is so minded; it increases his efficiency in life; and it enables the teacher to discover special aptitudes, if such aptitudes exist. The school kitchen is equally important for girls. Its lessons make for health and economy not of the student alone, but of the household of which she is or of which she may become a member. There is, perhaps, no part of our school machinery which has so great an influence for good in a social way as the teaching of domestic science."

The value of this work is further emphasized in the following extract from the report of Miss Mary E. Williams, Director of Cooking under the New York Board of Education: " The many by-roads of a girl's education lead, in the majority of cases, to the door of the home, and while each path has trained memory, judgment, or hand toward the making of a finer type of woman, we have been able to show and to teach her how those faculties that have become hers may be used and improved in the exercise of the ordinary duties of the usual day, and to inculcate a love and respect for the work which is her own. We realise that some of these girls may never be home-makers, but practically all will be a part of and an influence in some home, and we are sure that the lives and health of the little ones, who are next to make the membership of our schools, depend largely upon the ideals and ability of the pupils leaving us now. Nothing can ever be done later to compensate for the lack of intelligent care during the first five years of life, and as this care alone can lower its fearful death-rate (which the statistics of this city gave for 1905 as 24,539), it is most encouraging to us all to know that the graduates* have taken with them this knowledge directly applicable to the specialised duty of woman—care of children.

"They have it, further still, in their power to keep or aid in keeping a sanitary, beautiful, and economical home, and a nourishing, dainty, and economical table, that will protect and promote the health and comfort of the members of the household of whatever age they may be. They can deal with emergencies, such as slight or sudden illnesses, in a way made clear by the simple scientific truths they now possess; they can check the spread of contagious diseases, and assist in the prevention and cure of tuberculosis. They have left us, too, with the spirit and the gift of helpfulness to this generation and to those to come.

"In the scheme of correlation which underlies our present school system, we have put before them, in dictations, recitations (*i.e.*, lessons), and notes, English applicable to the needs of their domestic life. The vocabulary to which they have been accustomed with us, and the literature in which they have become interested, we believe will insure their co-operation in the advances developing about them, and will give them the pleasure of keeping intelligently abreast of their time in their own sphere.

"We have used history and geography to teach the evolution of the house and its furnishings, with the comparison of the household customs of the different nations as a background for their point of view in the development of a simple, harmonious taste.

"They have applied mathematics with us to the household details of measurement and expenditure, the latter having become in all reality a problem for the foreigner unaccustomed to our markets, and for every one, under the increased cost of living.

"The study of botany and bacteriology has given them a solid reasoning basis, when dealing with yeasts in bread-making, moulds in canning, malignant germs in uncared-for food, such as lurk in the uncovered milk and soup, even to the disease-danger in a dirty dishcloth, or an unclean refrigerator.

"Physiology and hygiene are the double foundation upon which each meal is planned and cooked, with regard to the age and condition of each partaker.

"Physics determines for us house-location; its plumbing, its heating, its ventilation, down to the economic trifles that as a whole constitute good management, such as the low flame which will keep water boiling.

"Chemistry has become so much a part of the theory back of each practical lesson that it belongs to every department of our work. It enters into the first lessons upon air and water, follows in the lessons upon cleaning, is the explanation of numerous facts in cookery, and in its application to digestion it determines the choice and preparation of food. In laundry-work it is an exponent of the dissolvents to be used or avoided. If our girls utilise all they have learned, we may say that they have become the crowning results of civics—good householders."

School Libraries.

New York has an excellent system of school libraries; these are generally arranged in departments—namely, school reference library, teachers' library, class reference libraries, and class circulating libraries, each class above the first grade having its own library. In the year 1905–6 four hundred and sixty-eight of the 485 elementary schools of the city had libraries; the total number of volumes was 509,965, and the total circulation was 5,964,442; the cost was borne by an appropriation of £5,544 from the city, and an equal amount from the State, all of which is by law expended for books. The expense of administration of the head library office was £942; in the separate schools the teachers act as librarians gratuitously.

It will be seen that the yearly circulation was nearly twelve times the number of volumes; this, it must be remembered, is for ten months only, the time during which the schools are open. The New York Public Library, with a million and a quarter volumes, had a circulation during the year of a little over four millions. Looking at the facts in another way, it may be said that on the average each adult in New York took out one book during the year, and each child in the elementary schools took out eleven books in ten months. This fact bears witness to the interest taken by the children, and also inferentially to the wise choice exercised in purchasing the books. The cost of the school libraries (for children and teachers) was 4d. per pupil, or a little over ½d. per head of the population.

The children are encouraged to speak and write in school about the books they have read. The Superintendent of Libraries says,—

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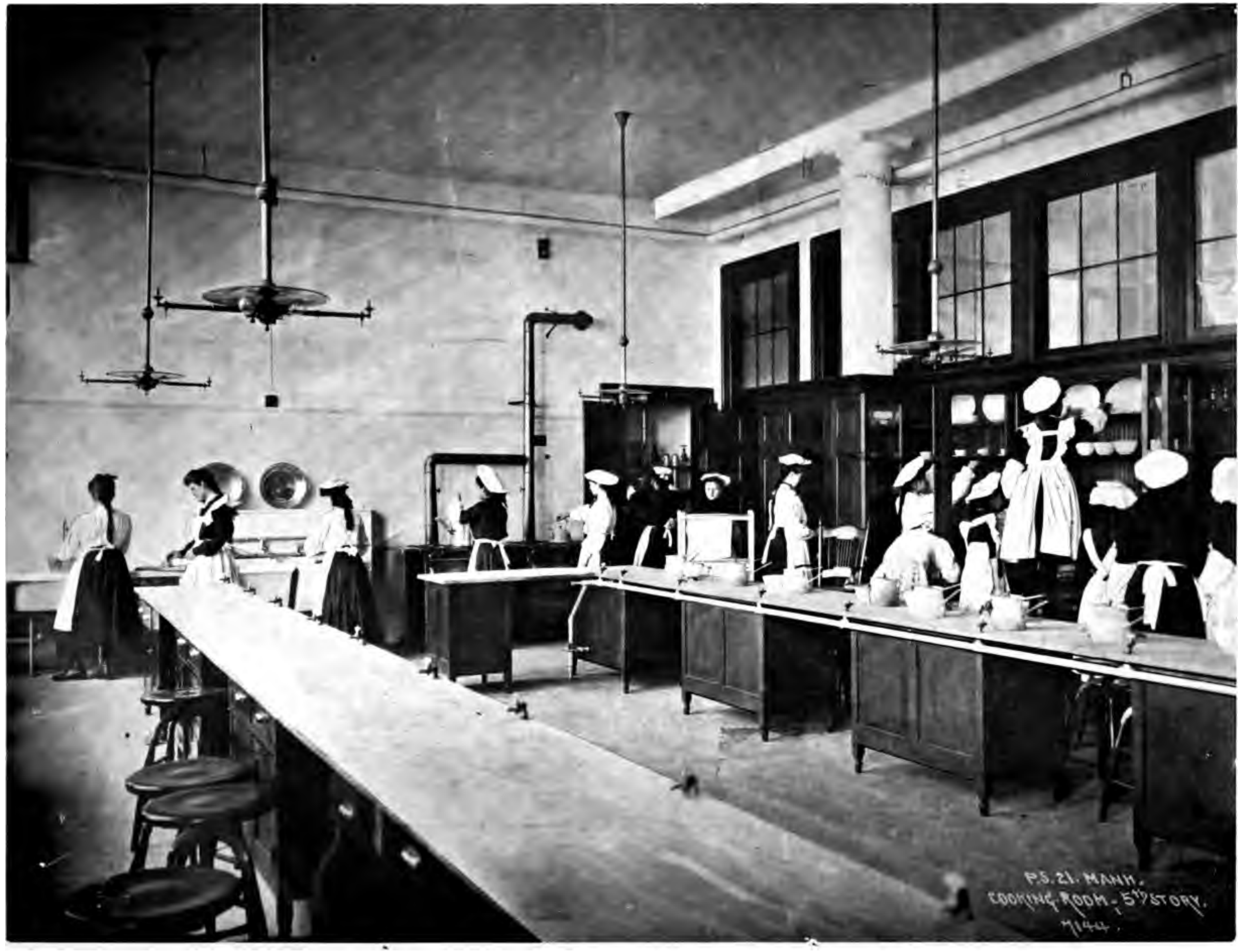
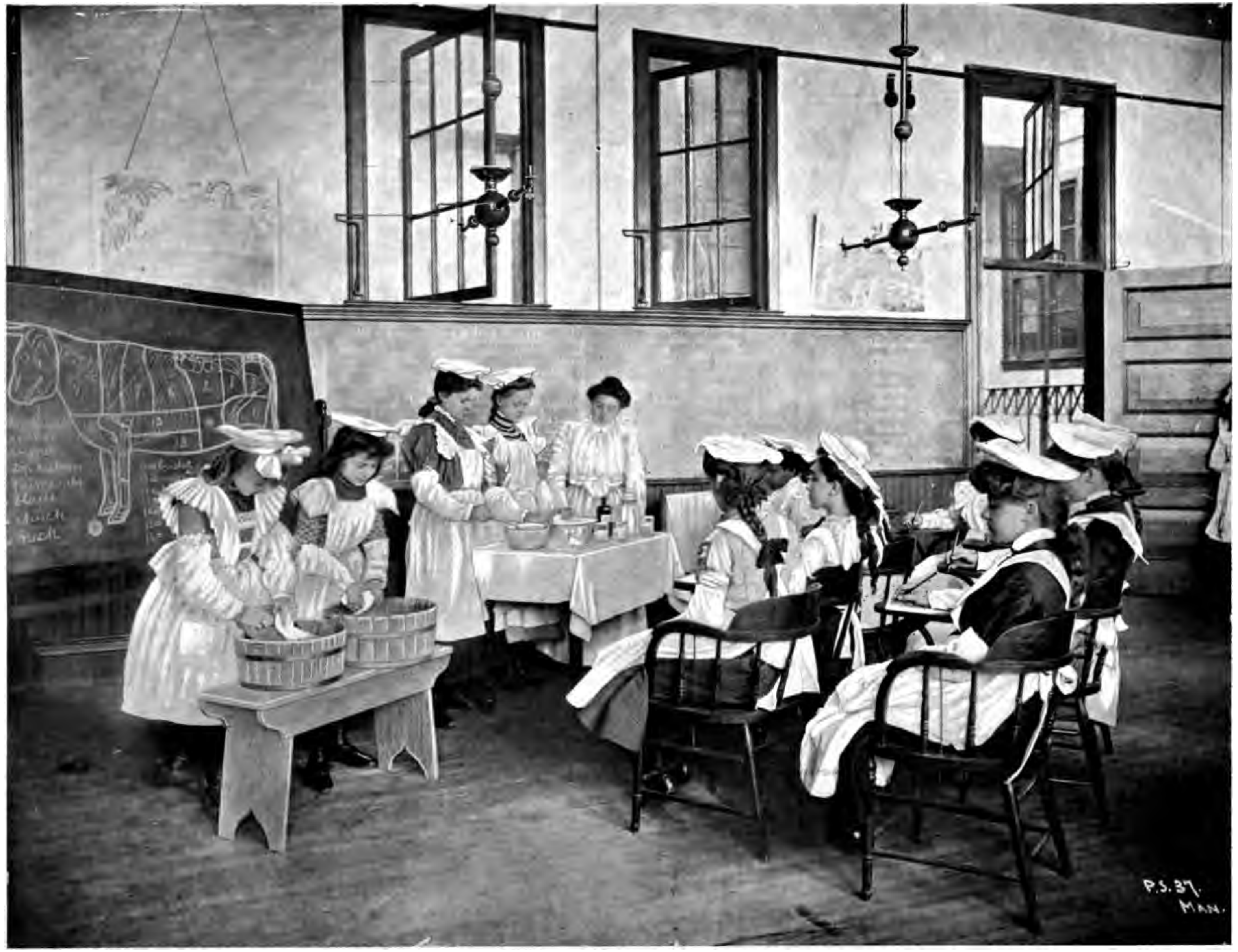
* Those who have completed the school course.


P.S. 21. MANH.
COOKING ROOM - 5th STORY.
7144.

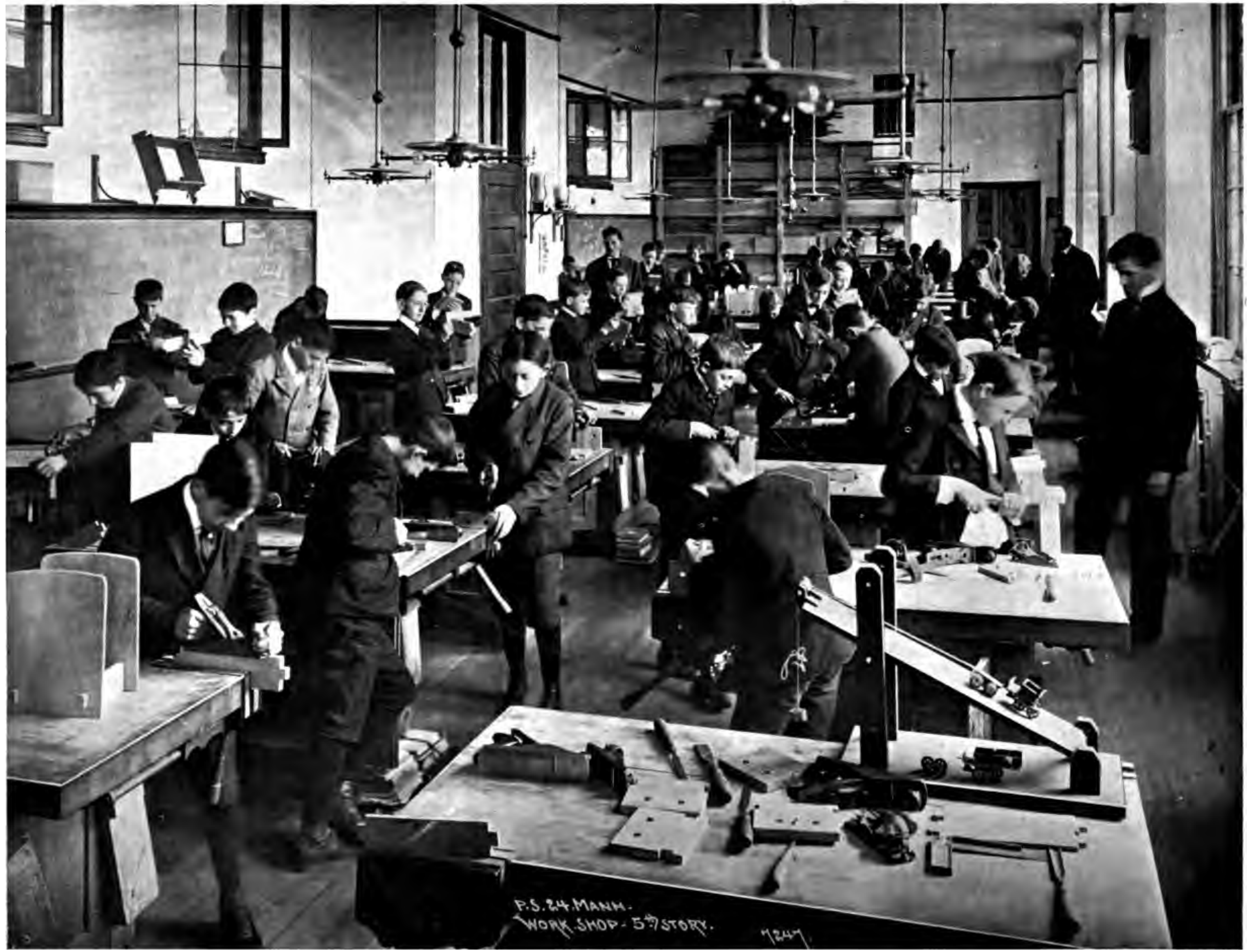
Cookery-room in a New York Elementary School.

All cooking is done by gas: small individual experiments made with gas rings on the tables.



NEW YORK ELEMENTARY SCHOOL.

Demonstration lesson in domestic science. The drawings and demonstration work are generally done by pupils.


P.S. 24 MANH.
WORK SHOP - 5th STORY.
7247

Elementary School, New York.

Woodwork-room on fifth story. Many of the articles made illustrate other lessons.

"Since the opening of school in September many interesting book reviews and compositions on favourite books or authors written by pupils in the grammar grades have been received from teachers of English.

"This work, aside from its value as an exercise in English composition, penmanship, &c., usually gives us a very good idea of what the child gets out of the class library, and even in its crudest form, his written opinion often offers many valuable hints and suggestions to the selector of children's books. When a little girl says she likes a book 'because it had so much asking and telling in it,' we may be sure the book contains a minimum amount of description and a great deal of animated conversation.

"When a boy selects as his favourite 'The Minute Boys of Lexington,' because 'it is a very exciting book; it has something in every chapter that makes your blood tingle,' it is evident that the book offers as much in the way of action and interest as the cheap paper book of the news-stand, but we know it is a decided improvement over the latter as regards English and ideals.

"Another boy expresses his approval of a book 'because it is full of humour, and besides there is *not one word I do not understand*.' Again, 'My reasons for liking it are, first, it has not a dry part in it; second, it describes a sailor's life, his superstitions, and his love of danger.'

"Such recommendations to my mind outweigh a great deal of adult opinion on such matters.

"The amount of reading done by the pupils out of school hours is evident from the reported circulation. I hope from the reviews and compositions to collect soon some interesting statistics regarding the class and quality of the books read."

Museums.

I saw good museums in several American schools—nearly as good as the best school museums in Germany; but in one respect New York and Chicago are ahead of anything I have seen elsewhere—namely, in the excellence of the system of circulating collections.

That a great museum like the American Museum of Natural History should deem it not beneath its dignity to aid in this work for school-children is worthy of note: the parts played by that institution, by the New York Aquarium, and by the Bronx Botanical Garden in encouraging nature-study will be seen from the report which is printed in the Appendix.

Training-schools for Teachers.

The Teachers' College of the Columbia University, which is described elsewhere in this report, is a most excellent institution providing University undergraduate and post-graduate courses in education, suitable for the training of secondary-school teachers, of first assistants and principals of elementary schools, and of superintendents and other directors of education; but the course is too long, and the amount of theory included in it is too heavy, to suit the great majority of elementary teachers. If a shorter course is taken, the arrangements are such that the amount of practice obtained in teaching is regarded by the authorities as insufficient to train the students for the severe and varied demands made upon them in the large schools of the American cities. The State Normal Colleges, though giving a less severe course of educational theory than those connected with the University, still devote too little time to the actual observation and practice of teaching.

Accordingly, like Chicago, the New York Board of Education has its own training-schools for teachers (three in number), in which the entire time of the student for two years is given to learning the theory of teaching, to observation, and to practice. No student is admitted who has not demonstrated through attendance at institutions of learning and by examination that he has received a sound and extensive liberal education. It is considered that the work of training teachers should be under the direction of the Board of Education and under the supervision of its officers, to the end that the methods of training may be in harmony with the policy and aims of the schools. The minimum qualification for entrance is a four-year secondary course at a recognised high school, in which certain specified subjects must be included—namely, *English*, taken continuously during the four years, 494 "hours" (*i.e.*, recitation or lesson periods—each 45 to 60 minutes); *History* (Ancient, English, and American), 380 hours; *Mathematics*, 380 hours; *Science*—biology and physiology 190 hours, physics 190 hours, total 380 hours (the laboratory method of teaching these subjects is prescribed); *Foreign Languages* (Latin *or* French *or* German), 380 hours; *Drawing*, taken continuously throughout the four years, 228 hours; *Vocal Music* (adequate instruction in sight singing and in common technical terms), 152 hours; *Physical Instruction*, 152 hours. The number of hours required in each subject is based on a school year of 38 weeks as a minimum. The total number of hours required is 2,880, so that the high-school pupil who wishes to gain admission to a teachers' training-school must make up the balance by taking one or more optional subjects; he commonly takes some branch of handwork and geography, or a second foreign language. The theoretical part of his training-school course includes elementary logic, child psychology, the principles and history of education, and the methods of teaching the various subjects, which he revises with that purpose in view. Not less than sixty minutes per week during the first eighteen months is devoted to the observation of work in the model school; part of the time set apart for the study of methods of teaching a subject is devoted to giving lessons in that subject to a group of pupils selected from the model school. The last six months of the course is devoted to practice-teaching under working conditions. Although the model schools are large, yet, as there are 642 student teachers at the Brooklyn Training School and 430 at the Manhattan Training School, it is evident that the practice during the last half-year must be taken elsewhere; it is taken at ordinary elementary schools associated with the training-schools, which, in order that there may be harmony in methods and aims, are placed under the direction of the principals of the training-schools. In connection with the Brooklyn institution (the one I visited) there are six such associated schools, and, to complete the connection between them and the central institution, there are six critic teachers (officers of the latter) whose sole business it is to guide and help the student teachers in their practice, and to assist the principal of the training college at the end of the period of probation in determining whether she should advise the Board of Superintendents to issue teachers' certificates to the various candidates.

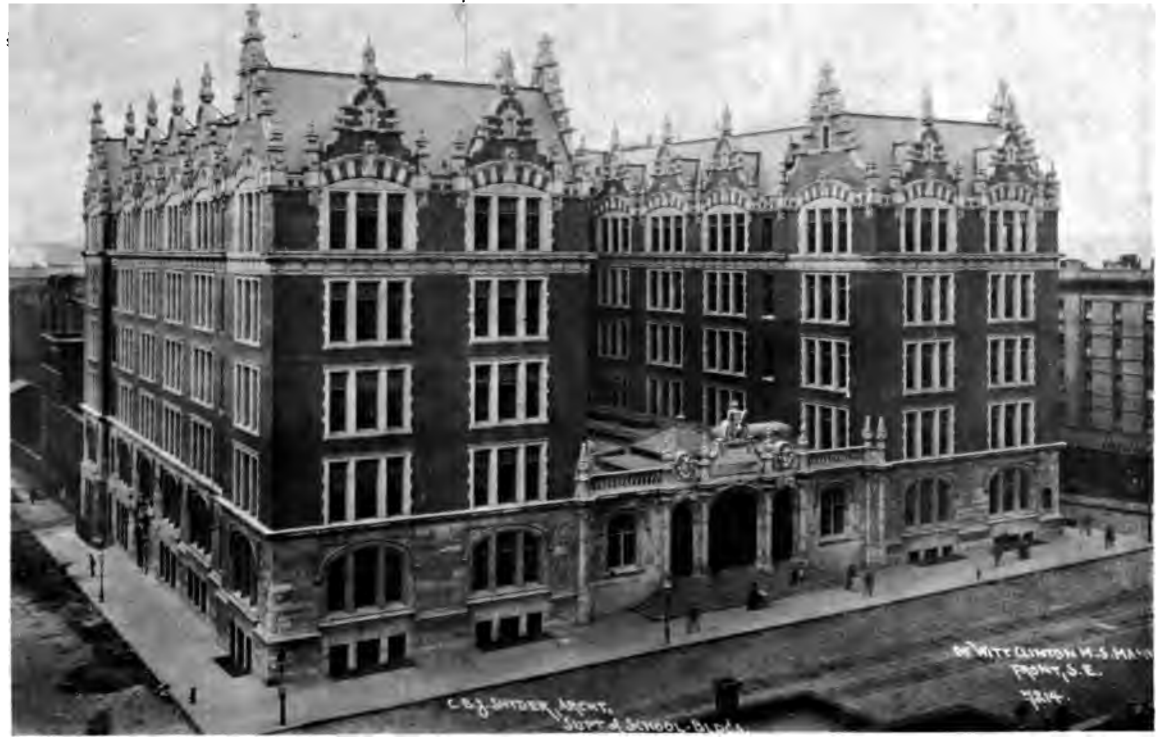
Each student is assigned for the six months to a particular associated school, but receives no pay. If at the end of that time she has not given sufficient evidence of skill, she may be assigned for a second period of six months to gain more skill by practice—still without pay. If her work is then still unsatisfactory, she must seek some other field of employment; often she goes to take charge, as an uncertificated teacher, of some country school in the Western States. The observation-work at the Brooklyn Training School is particularly well planned and carried out; the head of the institution is a lady with a deep knowledge of education, vast organizing powers, wide sympathies, and great personal charm of manner—Miss Emma L. Johnston. There were in 1906 two men students and 640 women; I believe two or three of the 32 instructors and critic teachers are men, all the rest are women.

The programme of work—theory, observation, and practice—will be found in the Appendix; it is well worthy of the serious attention of the authorities of our training colleges.

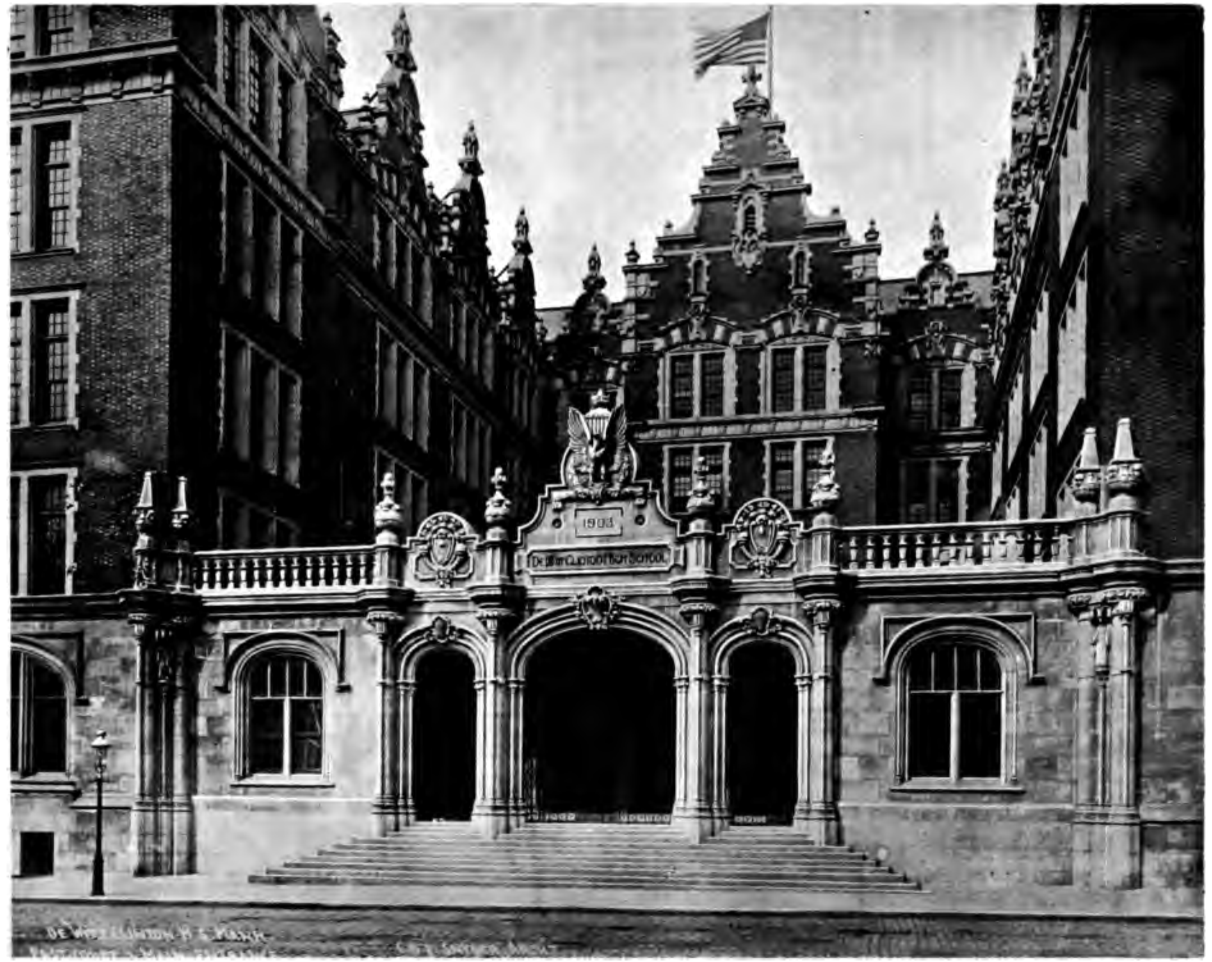
High Schools.

The public high schools of New York provide in general for a four-year course. There are three kinds of high schools: (i) commercial high schools, two in number, for boys only; (ii) manual-training or technical high schools, one for boys, one for girls, and one for both sexes; (iii) the ordinary high schools, two for boys, two for girls, and ten for both boys and girls. But many of the ordinary high schools make provision for a more or less complete commercial or manual-training course, or for both courses, as well as for a general programme; indeed, the tendency is for the one high school to undertake all three kinds of work. It is argued with some force that a parent often cannot tell in what direction the special aptitudes of a pupil lie until he has been for some time at a high school, and the total dislocation of work that takes place if he has to be removed from one kind of school to another is avoided by teaching the various branches at the one school; if, then, he has to change his course, it means only the alteration of certain classes in his programme, and he is not disturbed by being shifted into totally new surroundings. The wisdom of the plan on which most of our secondary schools in New Zealand are being organized is thus borne out by the experience of America, for the practice in New York is virtually followed to a large extent elsewhere in the United States.

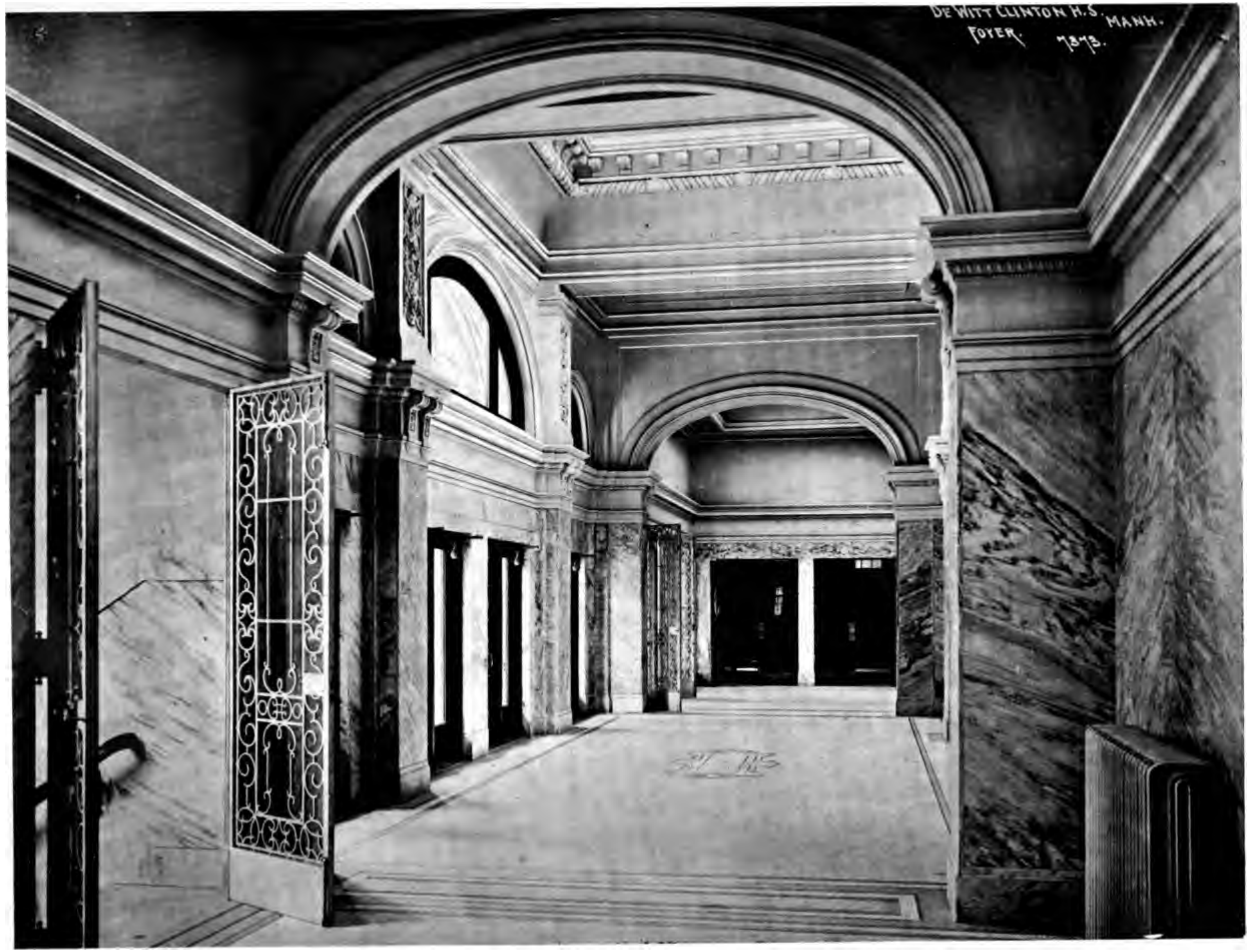
No money has been spared upon the buildings and equipment of the high schools recently erected in New York. The buildings are not only commodious and excellently adapted for their purpose, but often have great architectural beauty. The illustrations of the De Witt Clinton High School given in connection with the text will serve as an example of modern high-school buildings. This is a high school of the general type, with strong classical bias, but giving at the same time in its curriculum a much wider



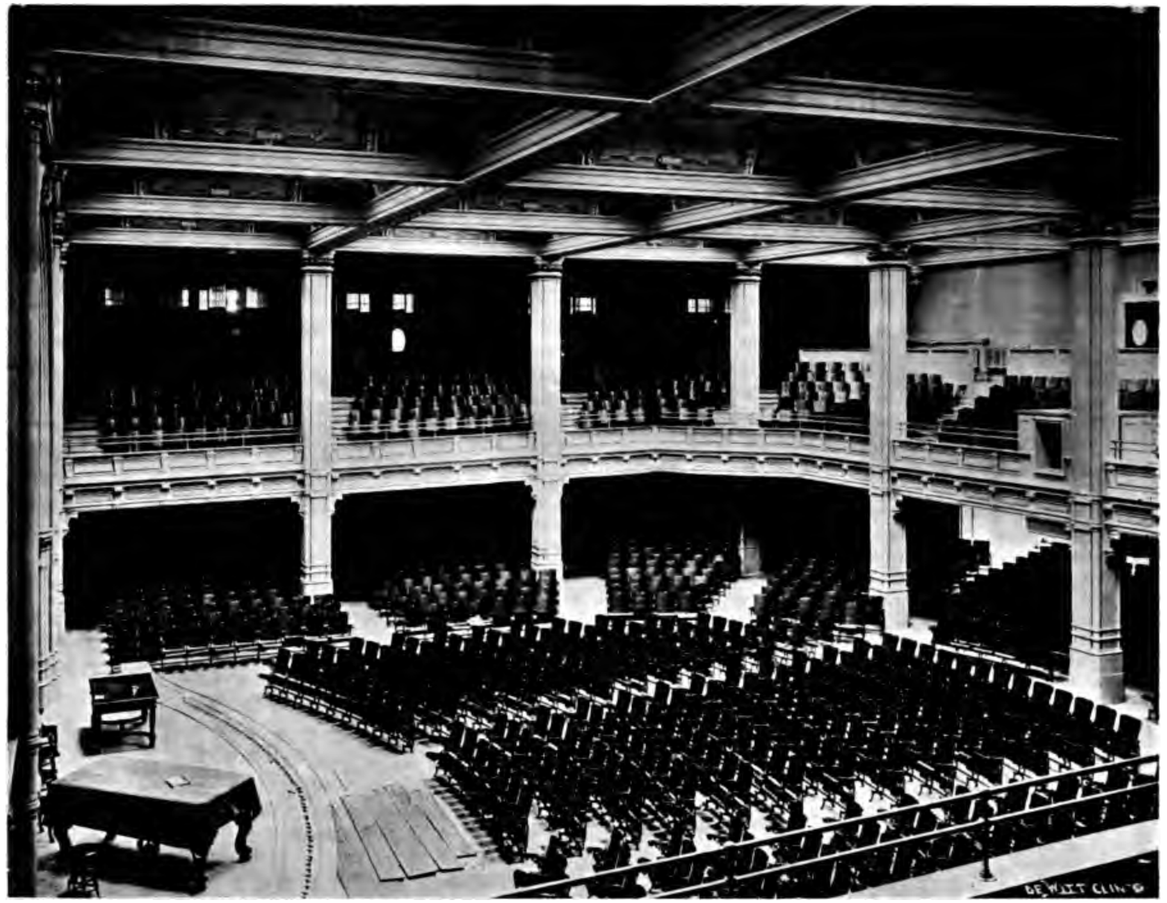
De Witt Clinton High School, New York
General view; 1689 boys



De Witt Clinton High School, New York.
Main entrance.



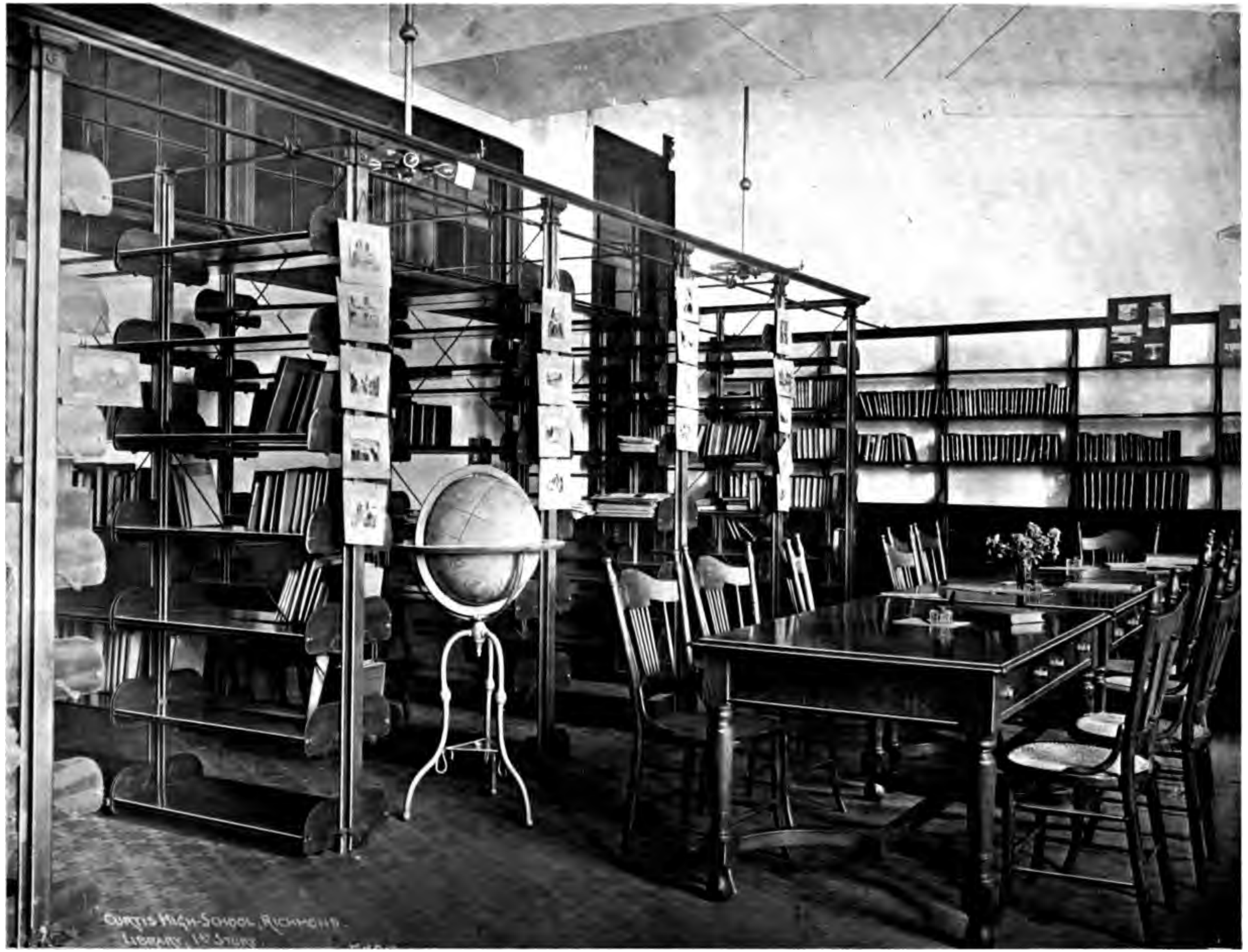
HALL OF THE DE WITT CLINTON HIGH SCHOOL, NEW YORK.



De Witt Clinton High School, New York.
Assembly Hall.

Morris High School, Bronx, New York.

A suburban high school with 791 boys, and 1,550 girls, of ages 14 to 18 or 19. The courses of instruction include general, technical, and commercial education.



Curtis High School, Richmond, New York.
Part of the library formed for the use of pupils.

choice of subjects than would be afforded in an English or German secondary school of equal standing. The illustrations of various laboratories and workshops in the Brooklyn Manual Training High School will show the completeness of the equipment of the school for its special aims. The new buildings of the Stuyvesant High School (the manual-training high school of the Borough of Manhattan) are still more elaborate, and the equipment is on an even larger scale than at Brooklyn. All instruments and machines are full working-size—that is, they are not mere laboratory models, but are similar to those actually used in machine-shops and manufactories, modified only in so far as it is necessary to adapt them for the purpose of experiment and exact measurement.

This is the same principle as that to which reference is made in the note upon the electrical engineering department of the Oundle Grammar School, England. In England the usual practice, even in well-equipped secondary schools and technical schools, is to employ only model machines adapted to laboratory work, and the exceptions to that rule are few and far between; in America, it is held that experiments with full-sized machinery give the pupils much more real and correct ideas of the underlying principles—they have nothing to unlearn, the work is much more thorough, and at the same time the students gain an insight into the economic conditions of modern industry which could not be obtained if models only were used. The same feature is prominent in the Massachusetts School of Technology (the" Boston Tech."), where the working models originally employed have been replaced by up-to-date full-sized engines and instruments. This policy entails a heavy expenditure, which would not be warranted unless the number of students were large. The Stuyvesant High School, built for 2,000 pupils, and having at the time of my visit nearly 1,500, will have cost, when completed, one and a half million dollars (say, £300,000) for buildings and equipment. It is evident that it will be very many years before we in New Zealand have either the need or the means to establish such an institution at that. What we have to do, as far as any single line of work is concerned —engineering, for example—is to maintain one institution of the highest grade in as high a state of efficiency as our means will allow, and to send thither by means of scholarships and bursaries those who by earlier success have shown themselves capable of receiving higher training. This is all that even Switzerland with three and a half times our population attempts; it is much better, as well as more economical, than attempting to run a third-rate engineering college in each of the provincial towns. But each of the latter should have a good technical school for the training of apprentices and foremen, and of those who may afterwards proceed to the institution of higher rank. The larger secondary schools could, too, do much in giving suitable preliminary instruction to those who have a bias towards mechanical and technical pursuits; and the experience of the New York high schools, and of such schools as Oundle and St. Dunstan's College in England show that this may be done without lessening the amount of literary and general culture that such boys receive. Similar remarks apply to the secondary education of girls, with whom, especially in America, a sound course in domestic science naturally takes the place of the pre-professional studies of the boys.

The same idea of "reality" dominates the methods of the New York High School of Commerce: the pupils learn business methods almost in the same way as if they were in a large office, and much more thoroughly than they would in most offices. Their desks resemble not the ordinary school-desks, but the best types of desks to be found in the great commercial houses of the city. At the same time, their attention is constantly directed to the economic and social principles on which the various processes are founded: by inquiring into the social needs supplied by the working of the commercial system—how this or that makes for an advance in civilisation, and what purpose in the needs of society is served in this or that manner—they gain a considerable amount of wide human culture. Nor is pure literature or science neglected; the time devoted to these subjects is as great as, and the standard reached is higher than, in most of our schools.

The American schoolmaster is not afraid of losing breadth in education by specialisation of this kind; and he does not lose it either. We are often so afraid of the bogey of specialisation, that in order, nominally, to give a wide culture, we teach all boys Latin grammar—just as we should if we were going to make classical specialists of them.

In the short account of the New York teachers' training-schools given in this report will be found a summary of the general high-school course through which student teachers must pass before admission. An ordinary pupil has a somewhat wider choice, but the programme given will afford a good idea of what the general high-school course is like. In the commercial courses Latin and Greek are not taken; English, one modern language (German, French, or Spanish), and physical training are compulsory throughout the course; mathematics, science, music, history, and drawing are compulsory, but not during all four years; no commercial subjects may be taken in the first year, but they increase in amount as the course proceeds —including stenography and typewriting, commercial law and geography, economic and industrial history, additional English and business correspondence, &c. These programmes, with corresponding information about the technical high schools, will be found in the Appendix.

"Graduation" from a high school—that is, the "leaving certificate"—is granted on credits given for work done throughout the four years, supplemented by examinations held by the teachers themselves. No certificate of this kind is given for a shorter course, although in some cases a pupil who has satisfactorily completed at least two years' work in a high school may obtain a certificate to that effect.

The graduation certificate qualifies for admission to a university or other higher institution, or to many banks and other commercial houses (when they cannot obtain university graduates, for whom the business men of America are in an increasing degree showing preference).

The freedom from outside examinations which marks secondary education in America, almost as much as it does in Germany and elsewhere on the Continent of Europe, is an undoubted gain, and I am sure the introduction of such a system in New Zealand, properly safeguarded, would be of great benefit to all concerned.

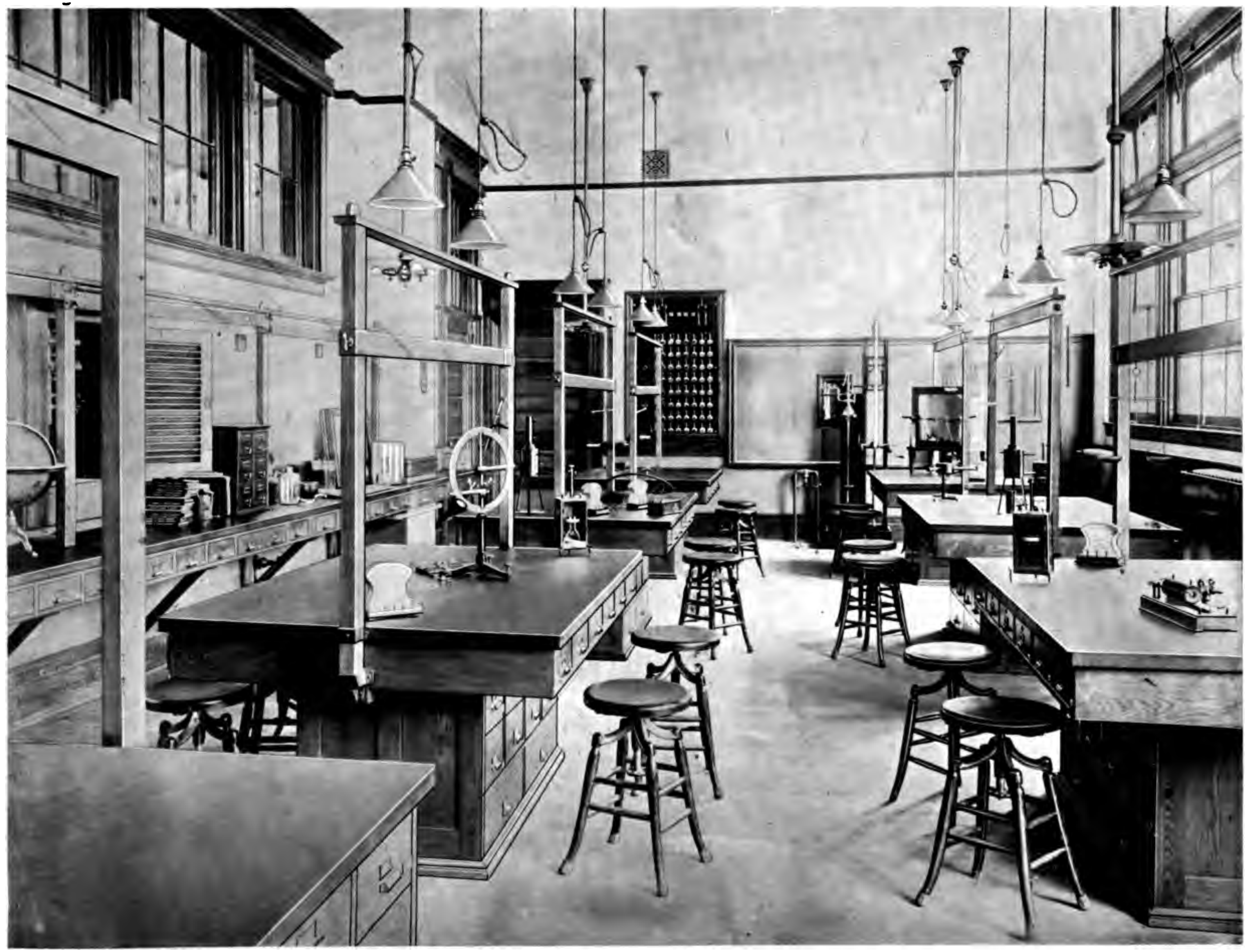
A weak point in the secondary-school system of New York is indicated by the shortness of the time during which most of the pupils attend the high schools. Of the 24,096 pupils on the registers on the 30th June, 1906, 11,784 were in the first year of their course, 6,795 in the second year, 3,640 in the third, and only 1,877 in the fourth year; or of the total roll the percentage proportions were—first year, 48·9; second year, 28·2; third year, 15·1; fourth year, 7·8. In other words, the average length of stay of each pupil in the high schools was less than 1·83 years.

The chief causes assigned for this state of things are,—

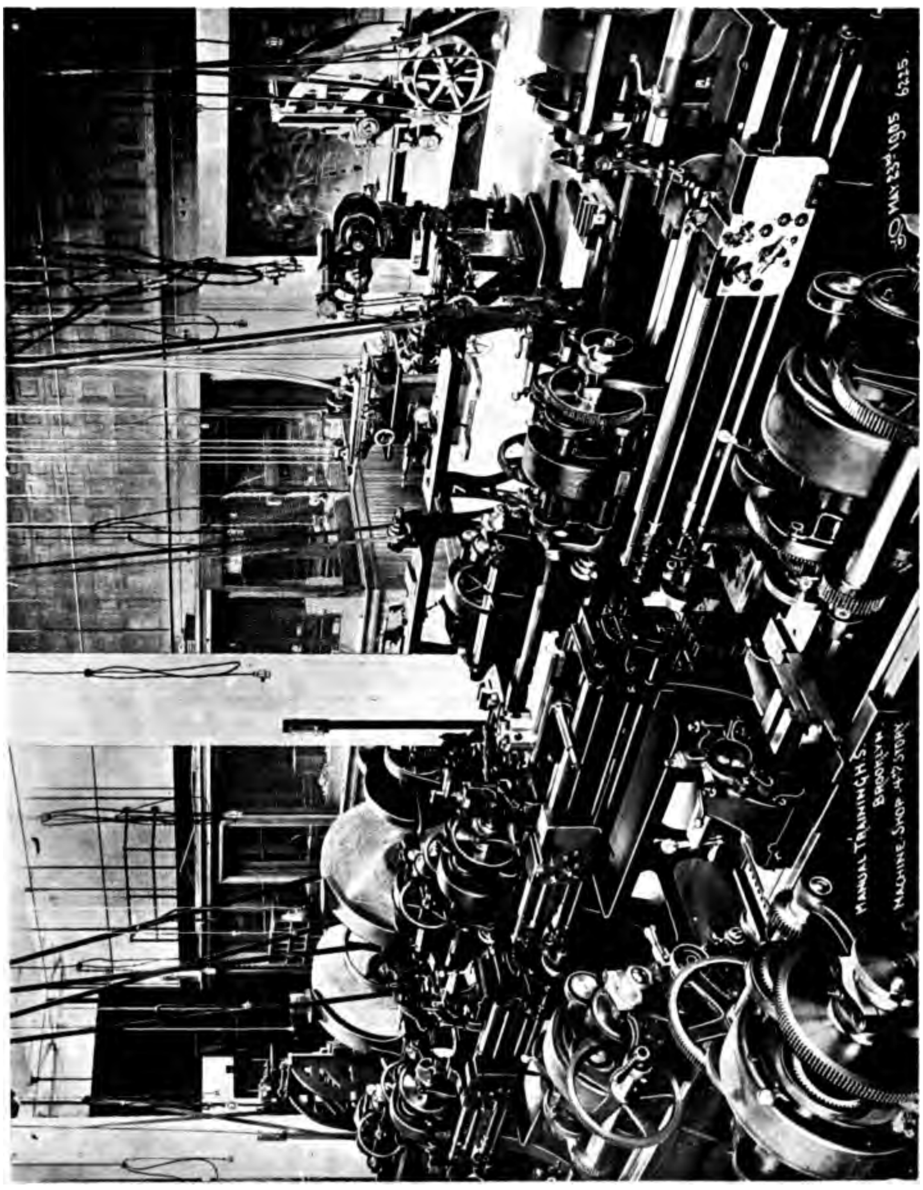
(1.) The want of capacity of some of those who enter the schools to profit by any kind of high-school training: these individuals should be encouraged to leave.

(2.) The neglect of principals and teachers to guide pupils, in selecting their high-school courses, along the lines of their special aptitudes. "Before we can say definitely that a boy is too dull to pursue high-school studies," says the report of the special Superintendent of High Schools, "we must know that he has failed in hand-work as well as in head-work, in science as well as in language. Hence I say that the number of students who are so dull is very few . . . . A boy who has shown special ingenuity in the use of tools in the workshop class in the elementary school should be encouraged to go to the manual-training high school; the boy who has evinced ability in literature, to the regular high-school course, and so on."

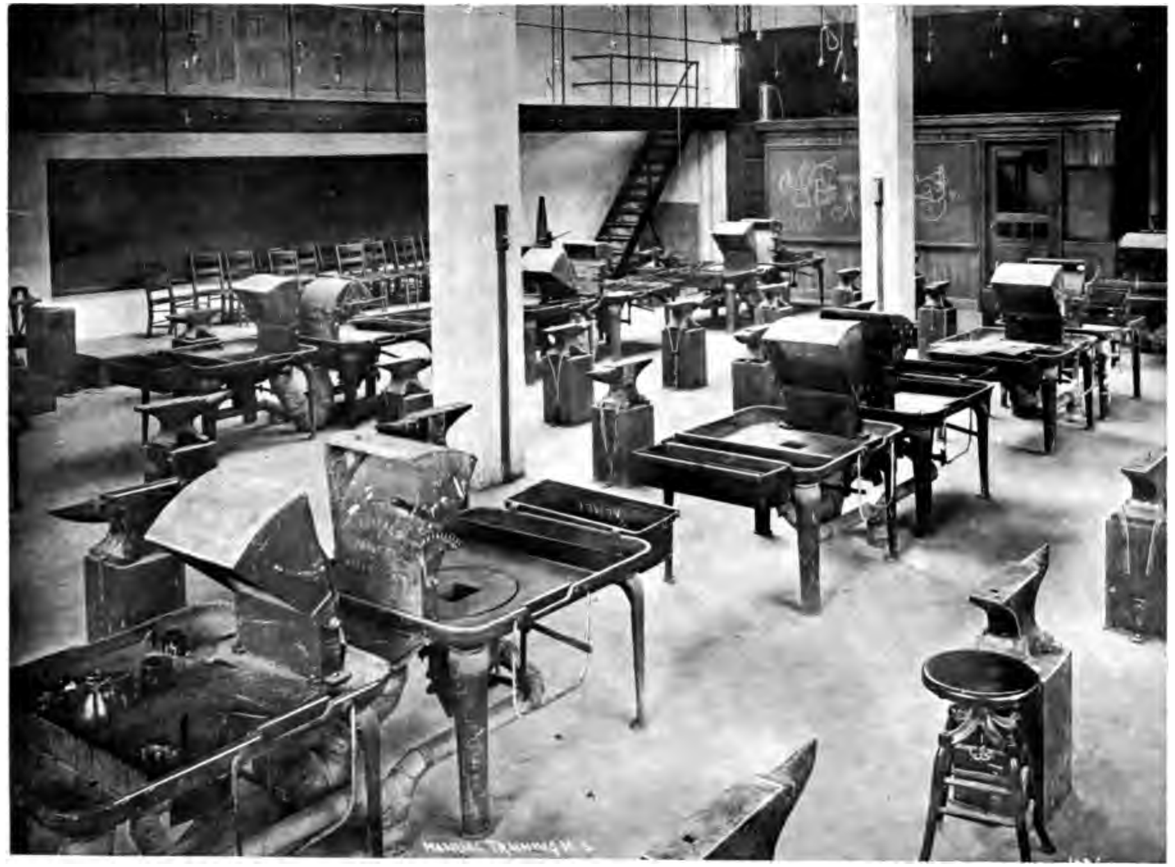
(3.) Excessive home work. "When four teachers compete for the home-study time of the pupil there is always the danger that the pressure will be excessive. Such pressure unfortunately bears more heavily on girls than on boys. Because they are so conscientious, girls will try to accomplish all school tasks assigned them. Boys who are given too much to do simply do not do it, and rely on their wits to get through somehow. Hence this foolish pressure falls most heavily on those who are least able to bear it. *It is the business of the principals of high schools to prevent such pressure.* . . . Add to this that many of the children who attend high schools have no place to study their home lessons except among the noises and confusion of a room which often serves all the purposes of a dining-room and kitchen as well as a living-room for a large family, and we may form some faint idea of the difficulties which confront the child when he enters the high school. The difficulties seem to him insurmountable. Is it any wonder that he begs his parents to let him leave school and go to work?" The remedies proposed are: first, to lessen the amount of home work, especially in the first year, when most pupils leave; secondly, to give each pupil advice and assistance, not as a unit in a class, but as an individual, a person; thirdly, to keep the high-school buildings open, under the supervision of the teachers in turn, each afternoon except Saturday till 5 o'clock, and on Saturday till noon, so that pupils may be able to prepare their lessons, if their parents so desire it, under advice and direction (each pupil who remains should be required to take at least half an hour's exercise in the gymnasium or otherwise). This is the plan adopted in English girls' high schools: the obvious objection to it is that



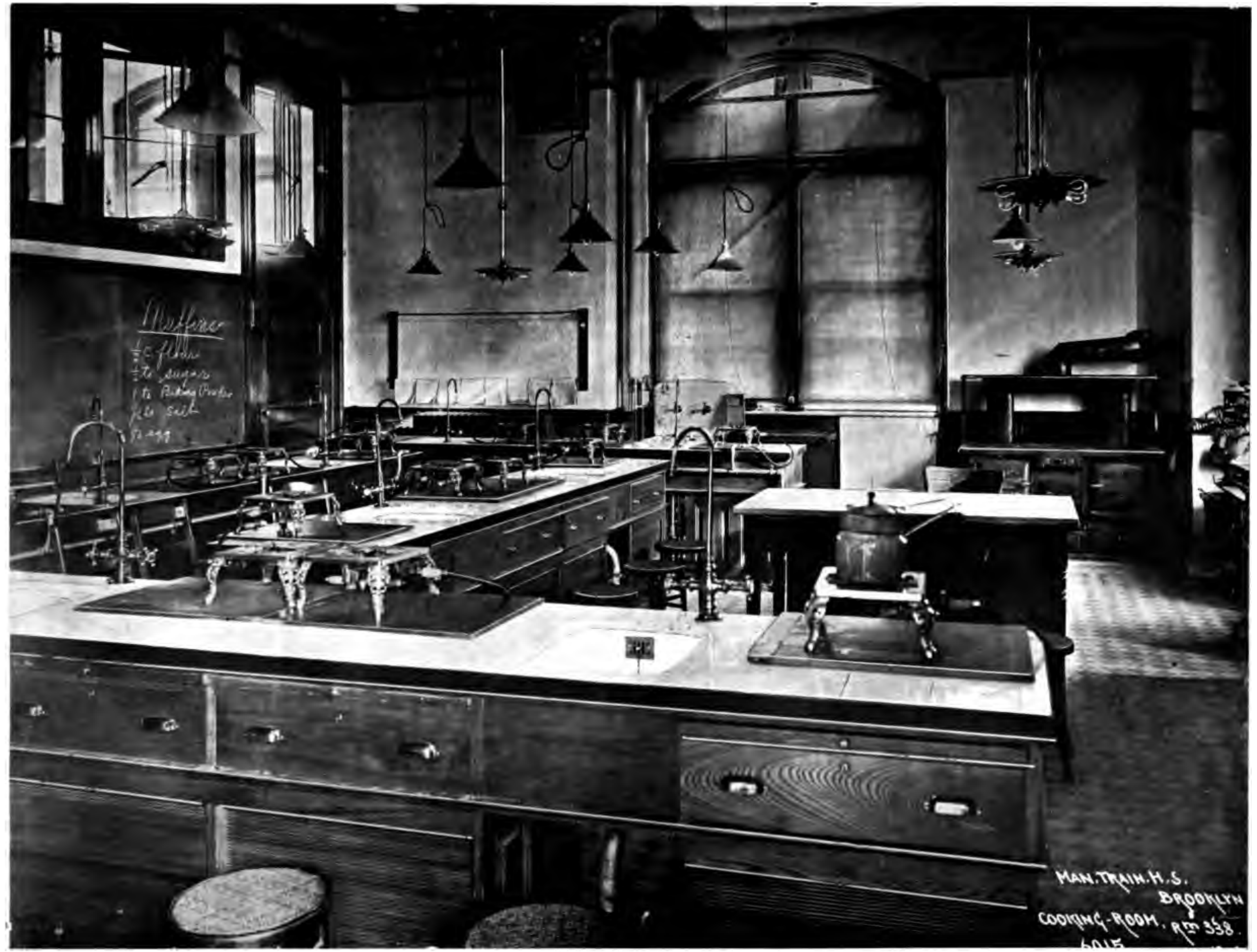
BROOKLYN MANUAL-TRAINING HIGH SCHOOL, NEW YORK.
A physical laboratory.



MACHINE-SHOP, BROOKLYN MANUAL-TRAINING HIGH SCHOOL, NEW YORK.
The machines are full-sized, not mere working models.



Forge-room in the Brooklyn Manual-training High School, New York.
The forges, though simple, allow actual workshop practice to be got.



BROOKLYN MANUAL-TRAINING HIGH SCHOOL, NEW YORK.

Cookery-room. Girls of 14 to 18 or 19 receive a secondary education, with a bias towards domestic science.

it seriously interferes with organized games, such as cricket and football, which form by no means an unimportant part of the school life of every good British boys' school.

Evening Schools.

According to the Chief Superintendent's report, "the results of the evening-school work in New York are distinctly disappointing. The enrolment is large, it is true; but the average evening attendance is comparatively small. Thousands of students enrol, but a comparatively small number persevere to the end. To judge by the attendance, only about one-half the students attend more than half the number of sessions. Consequently, not more than one-half derive substantial benefit from their evening-school work . . . . There can be no question as to the benefits derived by those who attend regularly."

There are thirteen evening high schools—five for men, five for women, and three for both sexes; there are seventy-seven evening elementary schools—thirty-three for men and boys, twenty-five for women and girls, and nineteen for both sexes. In the evening high schools there were enrolled during the year 1905–6, 21,307 pupils, but the average register was only 9,903; in the evening elementary schools the total enrolment for the year was 85,743, and the average register 42,137. The total enrolment in the evening high and elementary schools was therefore 107,050, and the total average register 52,040. These figures show that very many pupils remain only a short time, their places again being filled by others, who in their turn give way again to others.

The average attendance in the evening high schools was in the same year 7,016, and in the evening elementary schools 28,822; total in all the schools, 35,838—that is, 69 per cent. of the average register, or 33·5 per cent. of the total enrolment. For each ten thousand persons of the population of the city, there was an average attendance at evening schools of 86·3. The nearest corresponding figures for New Zealand and Switzerland (attendance at continuation and technical schools and classes, Tables A1 and A2) are 188·1 and 304·8 respectively.

Included in the above figures are the pupils attending two trade schools, held, one at the Manual Training High School of Brooklyn, and the other at the Bryant High School in Long Island City: these were chosen because they were more or less equipped for the work intended. There were registered in these two trade schools 2,430 pupils of both sexes, with an average attendance of 835. "The idea of the trade school is to teach young mechanics not only the *how*, but also the *why*; to combine practice with theory; to give men who know only part of their trade an opportunity to acquire a wider knowledge, to broaden their mechanical training, and thus to make them more efficient workmen and therefore more intelligent and useful citizens. We need, at the present time, trained mechanics who are able to understand and to handle our intricate machinery." The subjects taught were the following: Carpentry and joinery, cabinetmaking, patternmaking, blacksmithing, plumbing, machine-shop practice, printing and typesetting, electric wiring and installation, industrial chemistry, applied physics, mathematics, mechanical drawing, architectural drawing, dressmaking, millinery, and domestic science. The District Superintendent in Charge of Evening Schools recommends the addition of classes in English and in physical training, and of classes in sight singing or choral work, which the educational authorities of New York encourage everywhere, both for its social and for its culture value.

A leading American economist has made the startling statement, which no one has attempted to contradict, that, of the enormous exports from the United States, not a single article is sold on account of its superior workmanship; and it is the realisation of this fact that, among other things, is now stimulating the authorities to supply one of the great needs of the nation—good trade schools. With some qualification, the remark quoted above may be to some extent true of the exports from New Zealand—their good quality in many cases being due rather to the excellence of the natural conditions than to the trained skill of those who produce them. Whether this be a fair statement or not, it is quite certain that well-organized trade classes, especially classes in agriculture and in the trades connected therewith, would by developing the skill and intelligence of the producers add enormously to the bulk and the value of the products. But so slow are farmers generally to realise the change that has come over the spirit and methods of agriculture of late years, and to recognise the great benefits that their sons and daughters would receive by technical training in their work, that it would almost need an inspired missionary to convince them of facts which are commonplaces in more advanced communities, such as Denmark and several of the North Central States of the American Union. It is to be hoped that those who are now receiving some preparation for such work in our elementary schools and in a few of the district high schools, may be disposed to continue their technical training afterwards on more specific trade lines. So far the adult classes in agriculture, dairying, and the like in our country have been few, and have received but scant support from those they are intended to benefit. The results in regard to trade classes in towns have been far more encouraging; indeed, the figures quoted above, as far as they go, show that for a young country New Zealand is making fair progress towards the goal already reached by such countries as Switzerland and Germany.

One remark in the report as to the supply of teachers of special branches of manual instruction may be noted as significant. It is to the effect that the experiment of relying upon outside institutions to provide a sufficient number of well-educated young men who are also expert workmen to serve as shopwork-teachers, has to a large extent failed. The report recommends, therefore, the establishment of a training department for shopwork-teachers. It goes without saying that boys can have little respect for a teacher of carpentry who cannot design with artistic taste and execute with deftness and accuracy.

The experience of Wuerttemberg in starting its industrial improvement schools has been the same, and it has had to take special measures for securing a succession of trained instructors. It will be well for us to take warning by these examples, and provide thorough training for our own special instructors, especially in agriculture and in the mechanical and other skilled trades. Opportunity for doing this might be obtained by making suitable arrangements with such institutions as the Lincoln Agricultural College, and the Canterbury College School of Engineering, the schools of mines, the experimental stations of the Agricultural Department, and so forth.

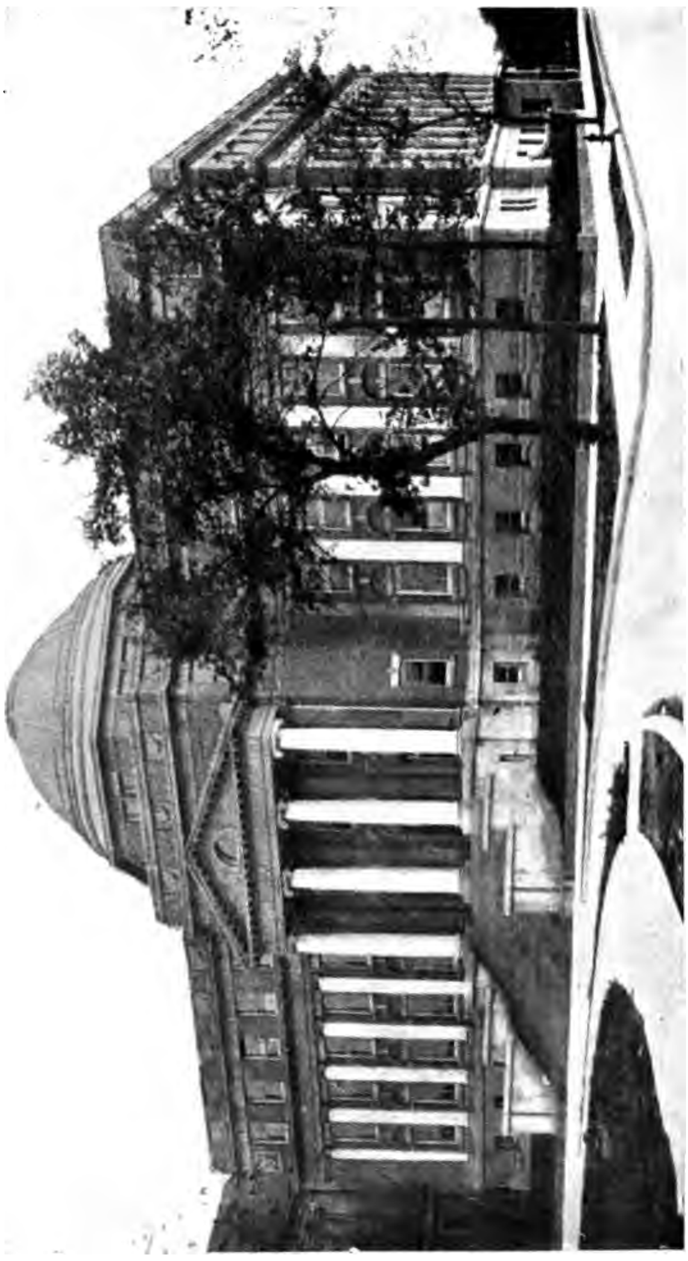
Nautical School.

The City of New York maintains a training-ship for the merchant service, and is thus rendering a great national service in training young men to be skilful seamen, adepts in all manners of seamanship as far as it can be learnt on a sailing-vessel, and able to navigate with scientific accuracy. The men so trained, whenever they are given a chance, constitute a most valuable addition to the merchant marine in times of peace, and to the naval forces in times of war. But complaint is made that the training is not recognised at its full value. "The authorities who license ships' officers do not give sufficient credit for the admirable scientific training which the boys have received, while the National Government has regarded with apparent indifference the great expenditure of time, energy, and money made by this city to train a body of seamen from whom the navy may be recruited in time of war." The National Government is further blamed for its failure to provide the nautical school with an up-to-date vessel that will enable the school to train its student seamen in every branch of modern seamanship.

Order and Discipline.

In American schools there is none of that drill-like precision of order that is seen in many English and in most German schools. In the playgrounds, and in the passages when classes are changing, discipline is generally maintained by the pupils themselves; the changes are made in a natural, easy, and quiet manner, all that is heard being the murmur of conversation among the pupils as they pass along the corridors. I was particularly struck by the politeness of the pupils to one another, and by the business-like way in which the members of a large class would go on with their work if the teacher was called temporarily out of the room: most classes have their tribunes elected by themselves, but the influence of these officers was in general so quietly exercised as to be scarcely noticed; if, as occasionally happened, a boy (it was never a girl) had to be called to attention, the public opinion of the class was evidently with the boy tribune, never with the culprit. The following extract from Dr. Maxwell's report is given, because of its interest, at full length:—

"*Pupil Self-government.*—While the good order maintained in our schools is always a subject of admiration with our visitors from all parts of the world, there are still principals who cry out for a return to the dark and gloomy days of corporal punishment. And it must be admitted that the apparently incorrigible boy, with strongly marked mischievous or even vicious tendencies, is still a problem. We are approaching the solution of such a problem more nearly, however, in two different ways. In the first place, we are learning to look upon such a boy from the pathological point of view; we



TEACHERS' COLLEGE, CHICAGO.

are seeking to find a physical cause for his eccentricities; and in a majority of cases the removal of such physical cause works the reformation of the boy. In this task we have the expert assistance of the physicians of the Department of Health and of the hospitals of the city. If the interest of private medical practitioners could be aroused to the importance of this matter, a long step forward would have been taken. In the second place, the principals are beginning to turn their attention to some plan of pupil self-government as a means of lightening the burden of discipline that now rests on the shoulders of the teachers, and as a means of training in the duties of citizenship. A few principals have already adopted a modified form of the 'school city' in their schools: others, the 'citizen and tribune plan' recommended by a committee of the Board of Superintendents after a careful examination of various forms of pupil self-government. In the hope that it will lead all our principals to turn their attention to this very important subject, I quote the following account of the results of eight years of pupil self-government, under the 'citizen and tribune plan' in the John Crerar School, Chicago, prepared by Mr. John T. Ray, the principal of the school and author of the plan, for *School and Home Education*:—

"'In the first place, the plan should not be considered as a plan of "pupil government." The schools using it are still under the direct control of the teacher and principal, especially in the laying-down of rules and regulations for the school, and in the administration of all penalties and punishments for disobedience or wrong conduct that tends to thwart the purpose of the school or the rights of individual members.

"'What, then, it may be asked by some, is there left for the pupils to do in the way of government of the school?

"'The pupils are charged with the general movements of the pupils in an about the school outside of the teacher's class-rooms. They are taught to see that the rules and regulations are enforced, and that the rights of every pupil in and about the building are respected. They are taught that this enforcement is not only their duty, but that it is to their general welfare and interest to do it, just as in later life it is the duty of every good citizen to see that law and order, honesty, and square dealing are the general practice of the community in which they live. They are taught how to do this along three distinct lines.

"'First, they exercise personal self-control *without being watched.* Their conduct out of the presence of the teacher must be as exemplary as in her presence.

"'Second, the pupils are taught that they have a public duty to the school as a whole, and that personal right conduct is not all, but that they must *actively* exercise—the same as the teacher is expected to do—an influence for right over their fellow-pupils. They are taught that no good citizen of a school, any more than of the adult community, is doing his full duty if he becomes an idle looker-on at misconduct in others that affects the welfare of all.

"'Third, they are taught how to *organize* and, by the authority of their elected officers, tribunes, and marshals, control the wayward and thoughtless, who are always only a small minority. The pupils have long since discovered that it is to their interest and welfare to do this. It is the business of the teacher to show them how this may be done. The following results show clearly in the general condition of the school:—

"'1. Pupils have learned that if they create a sentiment in the school for right conduct but very few will fail to respect that sentiment. These, if they will not submit to the mild influence and admonition of the school officers, backed by the majority who demand it, are dealt with by the teachers, and are isolated from association with their fellow-pupils whose rights they refuse to respect.

"'2. They have uprooted from the school the old and pernicious idea that pupils should hide from the teacher all misdeeds. They see clearly that it is the right and honourable thing to see that wrong acts are exposed, alike for the good of the offending individual, the general welfare of the school, and their own personal welfare. In other words, they have learned the distinction between idle "tattling" and a manly exposure of misconduct for the purpose of correcting it.

"'3. The habit of sly, mischievous, and disturbing tricks when not observed by the teacher has practically disappeared, for the reason that the disapproval of their fellow-pupils is sure to make itself manifest, and exposure will follow.

"'4. Fighting, nagging, and annoying other pupils who are timid or smaller has been entirely stopped. The older pupils take a pride in performing this duty voluntarily, and the presence of the school officers everywhere affords the means of at once stopping it. A fight or the encouragement of a fight has not occurred about the school in several years.

"'5. Cheating and wilful misrepresentation in connection with school-work is driven out of every grammar-room [*i.e.* upper class-room] in the building by the pupils themselves, who act through their tribunes in quietly warning the offenders to desist, or exposure will follow.

"'6. The pupils of a room have, as a rule, acquired the habit of going on with the work of the room as promptly and properly when the teacher is absent as they would if she were present. In other words, during school hours the room is constantly *organized* for work and orderly procedure, it being the duty of one of the two tribunes to either take charge or appoint some one to take charge when the teacher is absent or out of the room temporarily. This is quite as true of the conduct of a first or second grade as of the highest. It has become a *habit* of the pupils throughout the school.

"'7. They have learned the art of careful and thoughtful selection of competent, discreet tribunes. When they find such a boy or girl, he or she is re-elected, often, several months in succession. The pupils as a whole respect the wishes and suggestions of the tribunes, and, except by new pupils transferred from other schools, the tribunes are treated with as much respect as are the teachers of the school.

"'8. It has been found that the tribunes, acting through the marshals they appoint, can as efficiently and quietly regulate the passage of the pupils on the stairs, the forming of the lines, and the general deportment and conduct on the playgrounds and in the basement as did the teachers, when they were required to do these hall, basement, and playground duties.

"'9. The public installation of the tribunes each month, and the formal recognition by the teachers of satisfactory conduct and good influence of individual pupils, has a very salutary effect. To be made a "citizen" of the room and school by the teachers, and the formal presentation of a "citizen pin," is the ambition of most pupils, and in the lower grades especially it is a powerful incentive. No more severe penalty can be put upon a child than to say to him, "By your lack of self-control and proper influence for right, you are no longer worthy of wearing that pin." The child, as a rule, tries to so conduct himself as to be worthy of having it restored to him at the end of the month.

"'10. The lifting from the shoulders of the teachers the unpleasant duties of standing guard on the stairs eight times a day, and of doing hall, basement, and playground duties at morning, noon, and recess, summer and winter, is one of the pleasurable direct benefits to the teacher, and hence to the school. Her health is preserved and her energies conserved for the legitimate duties of the schoolroom. The government during the school hours is much less a burden. The teacher gets the same relaxation, rest, and liberty at morning, noon, and recess as do the pupils, and comes to her work in the schoolroom rested and refreshed as much as do the pupils.

"'In conclusion, let me say, let no teacher feel that here is a chance to throw off unpleasant duties. There must be only a change from that of doing police duty to that of daily guiding, directing, and teaching the pupils how to conduct themselves and to control others. There come to the teacher new duties that she must study and learn how to skilfully execute. The teacher who thinks that this or any other plan of self-government can be instituted without careful study and forethought, and a high determination to teach her pupils how to be *self-controlling, law-abiding, law-enforcing* members of the school, had better never undertake the task.'"

Leave of Absence of Teachers.

Leave of absence with pay may be granted to teachers by the Local School Board (corresponding to the School Committee in New Zealand) for any of the following reasons:—

(*a*.) Serious personal illness;
(*b*.) Death in the teacher's immediate family;
(*c*.) Compliance with the requirements of a Court;
(*d*.) Quarantine established by the Board of Health.

Under clause (*a*) the rules are as follows:—

For an absence of one day, no pay;
For an absence of two days, one-fourth of a day's pay;
Three days, three-fourths of a day's pay;
Four days, one and a half days' pay;
For the fifth and succeeding days of absence, to and including the twentieth, full pay;
For the twenty-first and following days of absence, not exceeding the ninety-fifth, half-pay;

After the ninety-fifth day no pay is granted, and full pay is not given for more than sixteen days of absence in any one year.

Under clause (*b*), not exceeding three days' full pay is granted.

Under clause (*c*), in cases where the Court duty concerns the administration of the schools, full pay; in other cases, half-pay is granted.

Under (*d*) payment is not granted for absences exceeding ten school days within the space of one year.

The Chief Superintendent expresses his opinion on these rules, recently adopted by the New York Board of Education, in the following terms :—

"During the year, the new rules for deduction from teachers' salaries on account of absence went into effect. These rules are of the greatest importance from three very distinct points of view—as they act as a deterrent from unnecessary absence; as they help to replenish the fund from which retired teachers' pensions are paid; and as they affect the income of the teacher who is compelled to be absent from duty. It is too early as yet to pronounce final judgment on the effect of the new rules as a deterrent from unnecessary absence; there is apparently little doubt, however, that the sums deducted for absence are ample to make good whatever deficiency may arise from the other sources of income from which the pension fund is derived—namely, 1 per cent. of teachers' salaries and 5 per cent. of the excise funds. As to the effect on the income of the teacher who is absent on account of 'serious personal illness,' I have no hesitation in saying that the rules in question are fundamentally wrong. They lay the heaviest burden on the unfortunate teacher who suffers from an illness of long duration and a comparatively light burden on the one who is sick only for a few days. If deductions must be made from the salaries of teachers who are really ill when they are absent, much the more equitable plan is to make the burden fall chiefly on the teacher who is absent only for a brief period. The reason is obvious—a brief illness involves little expense in addition to the customary cost of living; a prolonged illness of a serious nature involves much additional expense—doctor's bills, special diet, nursing, and in extreme cases hospital expenses or even long journeys in pursuit of health. If there is any teacher who should have full pay while absent, it is the teacher who suffers from prolonged illness.

"*Period of Rest for Veteran Teachers.*—The fact must have forced itself on the mind of any one conversant with the applications of teachers to be retired on pension, that the great majority of these applications are presented by teachers who have broken down through nervous trouble. To such an one it will also have been apparent that neurasthenia most frequently attacks the woman teacher between the ages of forty and fifty. In other words, the teacher who has taught for twenty-five years often finds herself, through overwrought nerves, unable to continue work which she loves and in which she has become proficient. Quite probably, if this teacher could afford to take a complete rest for a year, she would return to her work so refreshed that the threatened breakdown would be averted. Such a rest she is now, in most cases, unable to take, because, under the rules of the Board of Education, she can do so only with complete loss of salary for the time she is absent, and she cannot leave herself without means of support. I recommend, therefore, that your Board so amend its rules that a teacher who has taught for twenty-five years, and who has a good record as a teacher, may rest for a year and receive a liberal allowance of her salary, if not her whole salary. Universities find it to their advantage to give their professors every seventh year to themselves with full salary. Surely the twenty-sixth year is not too much to ask for the public-school teacher. I firmly believe that such a provision would be in the best interest of the schools, because it would retain able teachers longer in the service."

Retirement of Teachers.

The amounts deducted from the salaries of teachers on account of absence are paid into the Retirement Fund; these amounts, together with a levy, generally 5 per cent., upon the excise fund of the city, form the main contribution to the fund; the teachers also pay 1 per cent. of their salaries.

The Board of Retirement consists of three representatives chosen by the teachers, and three members of the Board of Education, with the City Superintendent.

Teachers of sixty-five, with thirty years' service, may be retired by the Board of Education without the recommendation of the Board of Retirement, which is required in all other cases. In general, teachers may be retired after thirty years' service at the discretion of the Board; those who are mentally or physically incapacitated may be retired (and receive annuities) after twenty years' service; in most cases fifteen years of the service must have been in New York, in the case of the Normal College staff ten years' service in that college is accepted. The annuity payable is one-sixtieth of the salary for each year of service up to thirty years, the minimum annuity for teachers being £120 a year; the maximum annuity for principals of schools is £300, and for supervising officials £400.

The discretion of the Board of Retirement in retiring teachers of thirty years' service and over is limited by the provision that at no time may the fund be reduced below $800,000. The chance that any individual may be able to retire before the age of sixty-five will therefore depend upon the condition of the fund at the time.

There are no allowances to widows and children, and no refund of contributions is made in any case.

It is evident that, as the total income of the fund is between 6 and 7 per cent. of the entire salary budget, it is quite possible for the Board of Retirement, by the due exercise of its discretion, to keep the fund actuarially sound. At the same time, it is equally possible, by unwise management, to place it in a very undesirable position.

EDUCATION IN CHICAGO.

The two most interesting groups of educational institutions in Chicago are,—

(1.) The large group of schools—Normal School, Public High Schools, Public Elementary Schools, &c.—which are under the control of the Board of Education of the City of Chicago.

(2.) The smaller group of institutions—the University, with its Colleges and Faculties, including the School of Education; the University High School, Elementary School, and Manual Training High School—connected with the University of Chicago.

The area governed in school matters by the Board of Education contained in 1905–6 a population which may be estimated as nearly, but not quite, 1,800,000.

The income of the Board for 1905–6 was derived from the following sources:—

	£
City School Tax Fund	1,788,459
State of Illinois	73,188
Rentals and interest on investments	136,297
School fees (non-resident pupils)	936
Miscellaneous	32,548
Total	2,031,428

(The cash balances at the beginning and end of the year are excluded, as also are the refunds on account of the Parental Schools. But it should be noted that the cash balance at the end of the year was only £265,597, as against £539,869 at the beginning of the year.)

The total net expenditure, excluding that on apprentice schools and the Parental School, &c., was,—

	£
Maintenance (including all salaries, incidental expenses, repairs, &c.)	1,521,467
New sites, buildings, additions, and other permanent improvements	742,390
Total	2,263,857

The cost of medical inspection, $6,103, is included here, though nothing is paid on that account in New Zealand out of the Education vote. The cost of maintaining the Parental School is not included, as that school does only a very small part of the work carried on by our industrial schools, the great bulk of it, in the case of Chicago, being performed by the State or by private societies. The total expenditure given above does not include any of the cost of technical education proper, or of University education, or of the Teachers' Training College and schools attached to the University, although it does include the Chicago Normal School.

Except for salaries of teachers, it is impossible to distinguish between the cost of primary and secondary education.

The net expenditure in New Zealand on primary education (including Native schools and also the training of teachers) and secondary education was as follows:—

	£
Maintenance (including all salaries, scholarships, maintenance, manual instruction, administration, supervision, and repairs)	829,509
New buildings, additions, and other permanent improvements..	58,315
	887,824

The moneys to meet this were provided as follows :—

	£
Minister of Finance	784,209
Reserves and interest	82,424
Tuition fees	21,191
Total	887,824

Of the total, 88·3 per cent. comes directly out of the revenues of the Dominion, 9·4 per cent. from reserves and interest, and 2·3 per cent. from tuition fees ; in the case of Chicago, 3·6 per cent. is provided by the State, 88 per cent. by means of the city school tax (local), 6·7 per cent. comes from rents and interest, and only a small fraction per cent. from school fees.* Chicago spends £1 5s. per head of the population on primary and secondary education (reckoned as above)—namely, for new buildings, &c., 8s. 3d., and for all other purposes, 16s. 9d. ; New Zealand, similarly, spends 18s. 7d. per head—namely, 1s. 3d. per head for new buildings, and 17s. 4d. for other purposes.

TABLE F1.—COST PER PUPIL OF MAINTAINING VARIOUS CLASSES OF SCHOOLS (exclusive of Expenditure on New Buildings, but including Expenditure met from Rents).

Chicago.

[N.B.—These figures are taken from the report of the Board of Education of the City of Chicago for the year ended 30th June, 1906.]

—	Average Roll.	For Salaries of Teachers.			All other Expenses.			Total.		
		£	s.	d.	£	s.	d.	£	s.	d.
Elementary Schools	231,297	4	6	6	1	7	5	5	13	11
High Schools	10,839	10	3	10	1	10	11	11	14	9
Manual-Training High Schools	1,185	13	14	8	4	15	3	18	9	11
Normal School*	366	33	5	0	15	17	8	49	2	8
Parental School	212	25	4	0	51	1	2	76	5	2†
Schools for Deaf	200	24	8	10	(not given)			24	8	10‡
„ Blind	27	32	13	1	1	14	3	34	7	4
„ Apprentices§ ..	229	1	18	10	..			1	18	10
Evening Schools	9,714	1	19	6	0	11	0	2	10	6

*Excluding cost of practising schools. No allowances are made to students for board, &c.

†Includes board.

‡Does not include board.

§Three months only in each year.

TABLE F2.—COST PER PUPIL OF MAINTAINING VARIOUS CLASSES OF SCHOOLS (exclusive of Expenditure on New Buildings, but including Expenditure met from Rents.

New Zealand.

—	Average Roll.	For Salaries of Teachers.			All other Expenses.			Total.		
		£	s.	d.	£	s.	d.	£	s.	d.
Primary Schools	141,900	3	8	6	1	11	7	5	0	1
Secondary Schools	4,270	11	2	3	*4	11	1	15	13	4†
District High Schools ..	2,594	7	0	9	*3	1	11	10	2	8
Training Colleges	261	14	11	9	9	3	3	23	15	0‡
Weraroa Boys' Training Farm ..	126	13	3	1	33	16	8	46	19	9§
School for Deaf	70	22	15	2	6	14	2	29	9	4‖
Manual and Technical ..	17,992	..			..			3	5	2¶

*Including scholarships.

†Fees amount to £21,191 or £4 19s. 3d. per head ; so that the net cost per head is £10 14s. 1d.

‡Including University College fees paid for students, but excluding allowances to students, which average £34 18s. 2d. a head, and make the total per head £58 13s. 2d.

§Includes board.

‖Does not include the net cost of boarding, £21 17s. 5d. a head, which makes the total cost per pupil £51 6s. 9d.

¶Whole year.

The cost of maintaining the various kinds of schools in Chicago is shown in Table F1 as the cost per pupil ; and in Table F2 the cost per pupil is shown for New Zealand schools, as nearly as possible on the same basis—*i.e.*, all expenses are included except the cost of new buildings, additions, and improvements.

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* In Chicago all education provided out of the city funds is free to all residents in the city.

It will be seen that the cost per pupil is greater in Chicago in the case of both primary and secondary schools. As regards the former, the difference in salaries alone is 18s. per head more in Chicago than in New Zealand; the excess of other expenses of maintenance in our schools is more than accounted for by such factors as the large number of small schools, the cost of the conveyance of school-children, and the larger cost of maintenance of wooden buildings, as against that of stone or brick buildings. It would not be unfair to compare the expenditure on salaries in the Chicago Elementary Schools with the corresponding expenditure in a New Zealand school with the same average attendance—viz., 924. We spend in such a school for the salaries and allowances of teachers about £2,371, or £2 11s. 4d. per pupil, as against £4 6s. 6d. in Chicago. On the other hand, in the American city the average number of children per teacher (all teachers being adults) is forty-two, whereas in such a school in one of our towns the average number per teacher (counting two pupil-teachers as equivalent to one adult) would be fifty-six, and the cost of living in Chicago is at least 20 to 25 per cent. higher than with us. The greater strength of the staff, by reason of the smaller size of the classes and the absence of pupil-teachers, makes, of course, for greater efficiency.

The salaries of supervising officers are fairly liberal; but those of teachers are not absolutely much higher than those of the teachers would be in schools of the same size in New Zealand, and if the difference in the cost of living be taken into account they cannot be regarded as so high. It may be interesting to quote some of the salaries: Superintendent of Schools, $10,000; District Superintendents, $4,000; Assistant Superintendents, $2,000 to $3,000; Principal of Normal School, $5,000; Vice-Principal of Normal School, $3,000; heads of departments and instructors, $1,200 to $2,500; teachers in normal practice schools, $750 to $1,200; principals of high schools, $2,500 to $3,000; principals of elementary schools, $1,200 to $2,500; assistants in elementary schools, $550 to $1,175; assistants in high schools, $800 to $2,500; assistants in deaf schools, $750 to $1,200; special teachers of household arts, $750 to $1,200; special teachers of manual training and physical culture, $750 to $1,400.

The average salary of principals of elementary schools in Chicago is £464, and that of assistants £166 18s., or of all teachers, £180 12s. The average number in attendance at a school is 924; in a public school of that size in New Zealand, the principal would receive as salary and house allowance £440, the assistants an average of £149 1s. 10d., and the average salary for the whole staff would be £173 6s. 8d., which would compare not unfavourably, taking all the circumstances into consideration, with the salaries of teachers in Chicago. It may be remarked, however, that a large proportion of the latter are women.

The average salary paid to principals of high schools in Chicago is £602, that of assistants is £303, and of all high-school teachers £313.

In New Zealand the average salaries are: High-school principals*—men, from £250 to £800, average, £463; women, from £250 to £450, average, £343. Assistants—men, average, £226; women, average, £139. Average for all principals, £425; average for all assistants, £187. Principals in the four chief towns, from £500 to £800 for men, and £300 to £450 for women; average—men, £654; women, £408; men and women £562.

School Buildings.

A great deal of attention has been devoted of late years in Chicago to school buildings, and much more room is allowed per pupil than we are accustomed to think sufficient in New Zealand. It must not be forgotten, however, that within a school building the authorities there have to provide for a large boiler-room and for blast-chambers to secure the proper heating and ventilation of the building, especially in the winter months; for indoor playgrounds; for sanitary conveniences and lavatories; and that woodwork, and other forms of manual training, cookery, and other branches of domestic science, have provision made for them in the school building; that the school library and school museum are often important enough to require large special rooms; that there are many store-rooms and teachers' rooms, and almost invariably a spacious (and frequently elegant) assembly hall; in many schools a luncheon-room, with kitchen and pantries attached; and in all new schools gymnasiums are to be included.

The latest plans for large schools will be understood from the illustrations. The Moos School contains 26 class-rooms, holding upon an average

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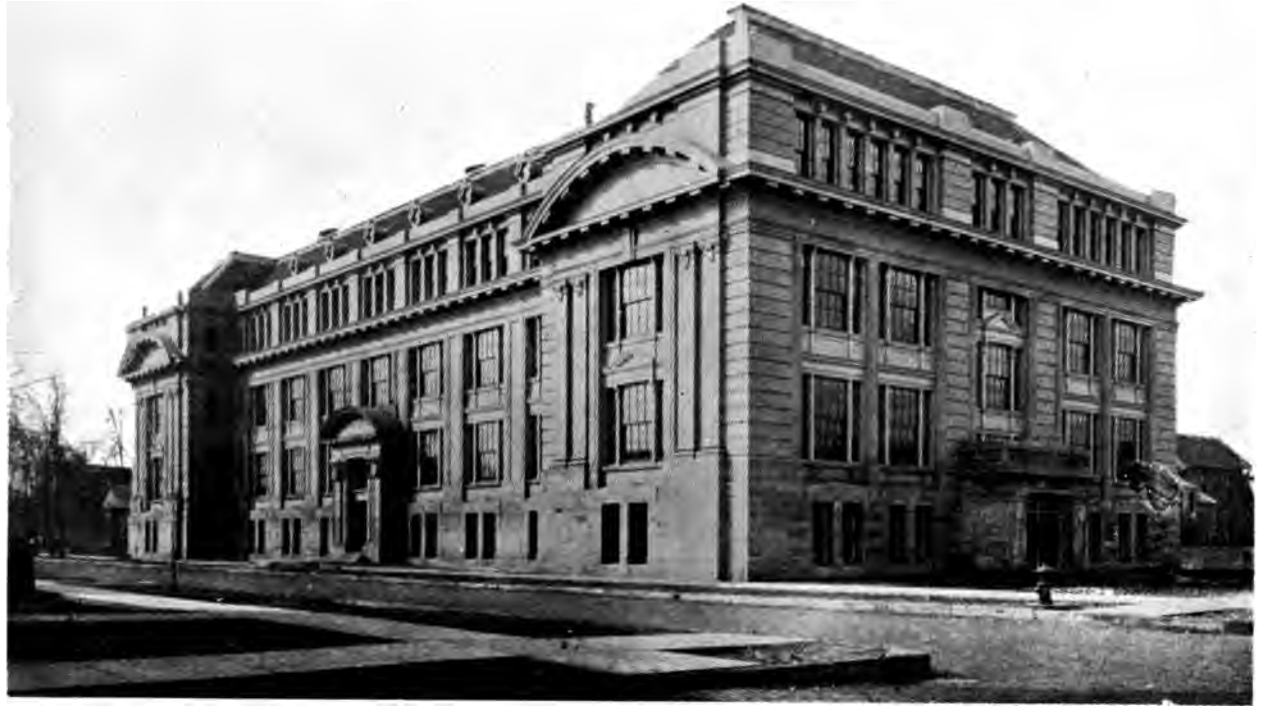
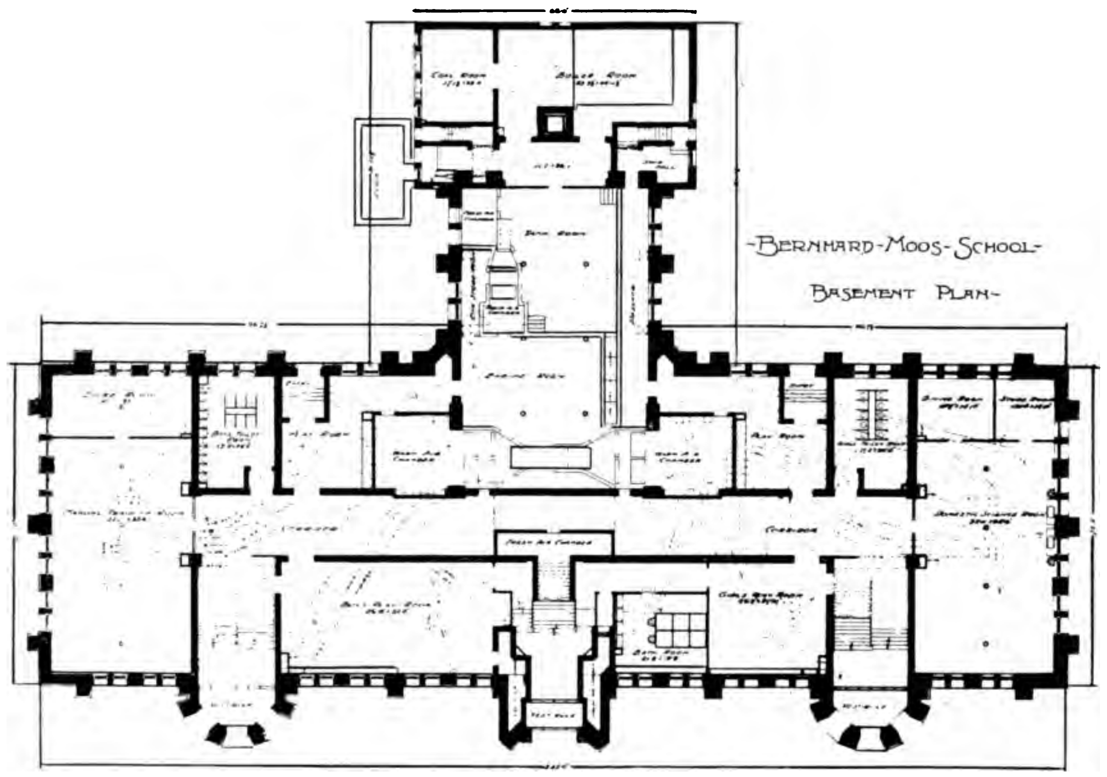
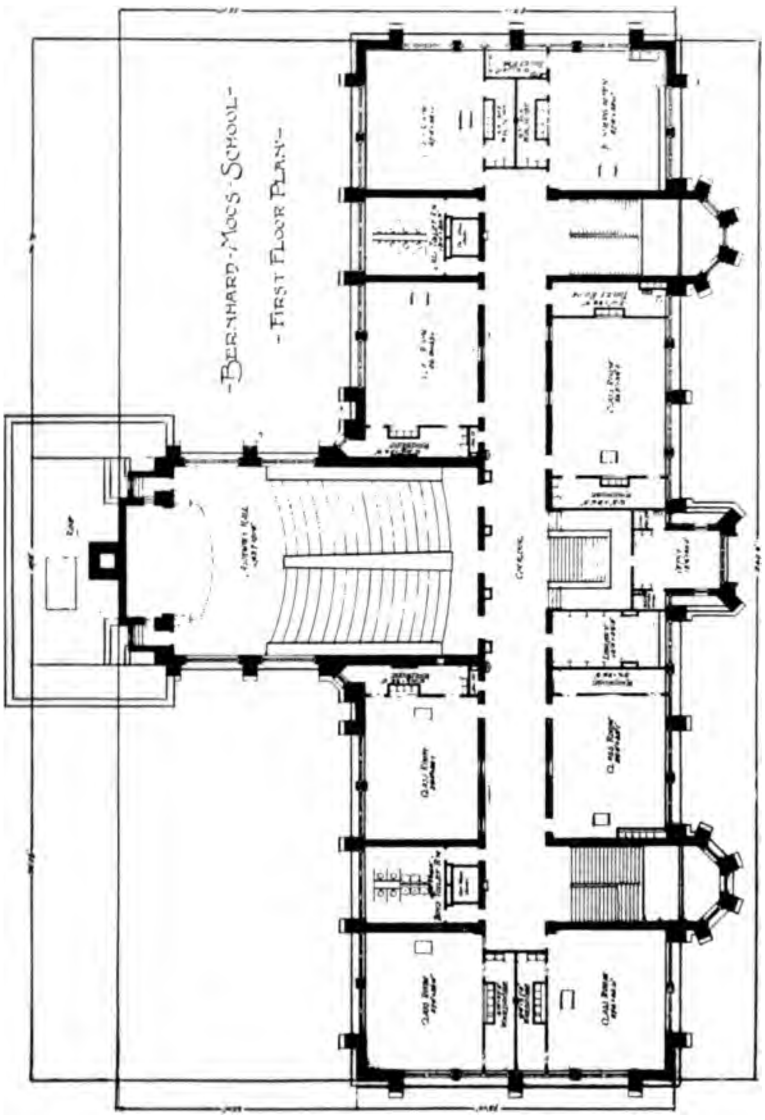
* Five principals (out of twenty-eight) have residence or house allowance, and two others have board and residence. Out of 167 assistants, six have residence or house allowance, and twenty-four others have board and residence.



Public Elementary School, Chicago.
Over 1,200 pupils; cost £45,250.



Bernhard Moos School, Chicago.
Basement plan. (Length, 242 ft.; depth of main building, 75 ft. 2 in.)



BERNHARD MOOS SCHOOL, CHICAGO.
First-floor plan.

50 pupils each, or 1,300 in all. Its total cost was $210,000, or, say, £43,250, so that the cost per pupil was about £33 4s. (Our public schools cost from £7 to £10 per pupil.) The proportion of cubic feet per pupil for the entire building is 1,136, and the cost per cubic foot was 7d. for the whole contract, exclusive of architect's fees.

The ordinary size of a class-room is 26 ft. 8 in. by 33 ft.; but I was in some of them on dull days, and even with the large proportion of window-space the lighting seemed insufficient in the remote parts of the rooms. The English rule of a maximum width of 22 ft. to 24 ft. for class-rooms would appear to be a safe one, even in the clear atmosphere of the United States or New Zealand. There is an average allowance of floor-space of 17½ square feet per pupil, and this, with a height of 12 ft. or 14 ft., would give 210 to 245 cubic feet per pupil. Some teachers find these rooms rather large for continuous speaking, and the distance of the wallboards from the light or from the pupils or both imposes a somewhat severe task upon the eyes of some individuals. In fact, I think the reasonable conditions are overstepped in these cases. If the classes are as large as fifty, 14 or 15 square feet per pupil ought probably to be the extreme limit of floor-space. It must be remembered that the eye is the organ that suffers most from school-work done in wrongly shaped or insufficiently lighted class-rooms. The Board of Education has its own architect's and engineer's departments. The total of contracts let during the year 1905–6 was $2,366,611, and the total cost of the architect's department for salaries and all other expenses was $65,000, showing a cost under this head of 2¾ per cent. on the contract price of the buildings.

Teachers' College and Normal School.

The students who enter the Normal School have passed through all the grades of the High Schools, or have given evidence of similar training, so that it is not considered necessary to give them special literary work; they study, indeed, many, if not all, of the subjects they have done before—but always with a view to the proper basis and the best methods of teaching the several subjects. Psychology, so far as it concerns the development of the child-mind, and, therefore, as it affects education, receives due attention; but the training of the teacher to teach is the prominent feature of the whole course.

In the New York and Brooklyn Training Schools, and in the Teachers' College of the Columbia University, the practice in teaching is separated from the observation of the child and of teaching-methods; I have commented on this elsewhere. But in both the Education Department of the University of Chicago and the Chicago Normal School these closely connected parts of a teacher's training are not kept distinct, but the practising school is also the observation school, and the observation and practice go on to some extent side by side, although it is held (rightly, in my opinion) that observation of the nature of the child and of the methods adopted by trained teachers should precede practice as well as accompany it.

The head of the Chicago Normal School, like that of the Brooklyn Training School, is a woman—Dr. Ella Flagg Young. The buildings are new, and of great architectural beauty. The school is well provided with laboratories for various purposes, with workshops, class-rooms, and assembly halls. Unfortunately, the acoustic properties of the auditorium or main assembly-room are poor, and the wisdom of the plan which gathers the desks of all the 500 students in one great room, the study hall, is certainly doubtful; it would be better, one would think, to have studies of moderate size, grouped, say, around a central library.

The workshops are equipped for classes in woodwork, weaving, book-binding, and other constructive work. It is evident that manual training —and this is true generally in the States—is becoming an effective factor in the preparation not only of the specialist, but also of the class-teacher.

In many schools I heard very good chorus-singing, and at the Chicago Normal School the classes in chorus-singing are not only made an occasion for bringing the entire student-body together, and so fostering a warm *esprit de corps*, but prepare the teachers for acting as missionaries for this healthy and inspiring school exercise. For more detailed work, the students are taught in classes. Ten weeks during the student's course are now given to the academic work in music and ten weeks to the advanced practice work. The general chorus-singing goes on all the year round.

Admission to the Chicago Normal School is granted to graduates of high schools — that is, to those who have completed satisfactorily a four-year course of secondary work—and to others who have been students at normal schools (or colleges) elsewhere. In the Appendix is given a portion of the "Announcement" for the year 1907–8.

In the practising-school attached to the Normal School certain of the rooms are specially adapted, among other things, for the teaching of geography. In one of these, occupying the whole of the middle of one large room, was a table, or, rather, a series of table-like troughs, fitted with taps, sprinklers, and drainage-outlets for representing the action of water upon any miniature landscape that might be modelled with sand and clay thereon, so as to show miniature river-courses, deltas, lakes, and so forth. The school is splendidly equipped with a geographical museum showing the natural products and chief manufactured staples of various countries of the world. The institution, moreover, acts as a centre for lending similar collections to the elementary schools and high schools of the city, for it is the headquarters of the Bureau of Geography, which, originally established by elementary-school principals, was in 1904 handed over to the Board of Education, and by it transferred to the Normal School. One hundred and thirty-one schools, high and elementary, avail themselves of its facilities; it is surprising that all of the 250 public schools in the city do not ask for its material. The aim of the Bureau is to furnish illustrative material to aid in teaching geography in the elementary schools. All illustrative materials have been secured entirely by donation from individuals and firms in the United States and foreign countries. These supplies occupy three rooms in the new Normal School building, where they are classified, labelled, and arranged in convenient order for distribution to the schools. The collections are composed of books, pamphlets, typewritten articles, specimens, pictures, maps, charts, and other forms of objective illustrative materials. They may represent a country as a whole, or part of it, or some natural or manufactured product—for instance, by means of specimens and pictures silk is shown in all stages of production, from the egg of the silkworm-moth to the various beautiful finished fabrics. The Bureau aims especially to vitalise the commercial and industrial phases of geography; it now proposes to supply the gaps in its collections by setting aside a small sum annually for purchases, and for meeting the travelling-expenses of the Curator in collecting material. During the past three years, the bottling, mounting, and care of the specimens has cost only £55. Some of the specimens are mounted, others are in bottles; they are arranged in series in pasteboard boxes, and these, in sets of three, are enclosed in strong wooden boxes. Each school is allowed to retain one set during a period of two weeks. On Monday and Thursday a special wagon of the Board of Education calls at the Normal School for the sets that are to be distributed to the various schools. During the year 1905–6, 128 sets were used in the Normal School, for the instruction of teachers in methods of teaching geography, 642 sets were used in the two practice schools, and 2,390 sets were furnished to other schools.

The New Zealand Education Department has begun to distribute hand-pictures for class teaching in geography, and there is no reason, in spite of the way in which our schools are spread over the Dominion, why other features of the Chicago scheme might not, in part at least, be adopted here, the Training Colleges, the Boards of Education, and the Department co-operating in the work of distribution. I should like to see every school, primary, secondary, and technical, beginning to make its own museum—a museum not of mere curiosities, but of specimens and pictures to illustrate nature-study, geography, and industrial and technical processes. I have no doubt that many of the firms in the Dominion would be happy to supply samples illustrating our manufactures and other industries.

In 1903 was published a valuable report on Geography, drawn up by a special committee of principals of schools, together with the head of the Department of Geography in the Chicago Normal School. The report consists entirely of an outline of a geography course for the eight grades of the elementary schools; it fills 154 pages, and, although largely on the lines of our own syllabus, the amount of matter suggested would, I imagine, spread alarm among most teachers in New Zealand. The work begins in the first two grades (corresponding to the Upper Preparatory and First Standard classes in our public schools) by what is called "environment study," based on the children's own observation and on pictures; in the Third Grade (Standard II) there is a fairly complete study (as far as children of eight or nine can make it) of the "geography of the social centre"; the work is fully up, as regards content, to what is required in our Fourth Standard. In this, as in all the higher grades, special emphasis is laid on social, industrial, and economic geography; but it should be remembered that good school museums and the collections distributed by the Bureau of Geography render direct concrete teaching easy; moreover, in many schools the children actually dress like the inhabitants of the country they are studying, do simple manual work to illustrate the primary industries, and generally act as far as possible the things they are learning about other countries. In the higher grades the work is arranged largely on the concentric plan. Some idea of its extent and character can be gained by the synopsis given in the Appendix of what is prescribed for the First Grade, for the first half-year of the Fourth Grade, and for the Sixth Grade (Standard IV or V). As in our syllabus, more work is suggested than any teacher will desire to complete. This is done with a view to leaving a choice for the teacher.

Geography is not the only subject in which preparation is made for that kind of concrete teaching that creates a living interest in the minds of pupils; growing plants, tanks for the observation of aquatic life, and other appliances meet the eye in this and other schools. What is more, the teachers know how to use them so as to train the observation of the children, to lead their pupils by careful reasoning to form inferences based upon their observation, and to express in clear language what they have learnt and thought out.

The Normal School does not confine itself to the training of the students at present on its register; by means of Normal Extension Classes it is ever seeking to improve the general and special knowledge of teachers whose period of training has passed. These classes, which are fully organized, are conducted, some at the Normal School, but the majority at other places in different parts of Chicago. A third of the instructors in 1905–6 were members of the staff of the Normal School, and their classes were apparently the most successful. More than two-thirds of the classes were systematic "study classes"; teachers who complete a course in one of these may now have their work considered when they are classified for promotion;* but without this pecuniary incentive, during the two years 1904–6, 2,300 to 2,500 teachers availed themselves of the opportunities afforded in Extension Classes. The average in each class was eighteen to twenty. For most of the information given above I am indebted to the Report of the Chicago Board of Education.

The Chicago Normal School has its own printing and publishing department, known as "The Chicago Normal School Press," which, besides printing the forms and circulars required by the school, publishes a magazine, the *Educational Bi-monthly*, various class-notes and outlines for teaching the different subjects of the school programme, and autographs on topics taken up by the several departments of the teachers' college, written either by the staff or by senior students—for instance, the Department of History and Sociology has issued a series of "Municipal Studies" (No. 1, 52 pages, "The Fight for Life in Chicago"—a sketch of the sanitary history of the city, compiled largely from official reports; No. 2, 41 pages, "The History of Chicago's Water-supply"; &c.); these are intended as aids to the study of civics, emphasis being laid on public functions rather than upon the mere machinery of government. Again, the Extension Department has issued pamphlets intended for teachers attending the Normal Extension Classes (*e.g.*, "Conversion and Disposition of Food in the Body"—a very practical summary of the leading scientific facts on the subject, well up to date).

School-books and School Libraries.

No school-books may be used in any Chicago schools, either elementary or high, unless they are included in the list authorised by the Board of Education. Statements have been made from time to time of the influence exercised by large publishing firms and corporations to have their books placed upon this list; but it is obvious that that influence might be just as great as it is alleged to be if the choice of books were entirely in the hands of the principals of the schools. There seems to be some ground for the criticism that old-fashioned books, or books implying obsolete methods of instruction, are, by reason of the influence of the publishing firms or from other causes, retained upon the list to the exclusion of text-books more in accord with the modern methods of education; the list certainly seems to be far from ideal, especially in the case of the books prescribed for use in some of the high-school subjects.

School-books are not free, but are to be provided by the pupils, generally within a week of their entrance into a class; the Board of Education, however, pays for books supplied to indigent pupils. Books for supplementary reading are provided in the schools, and nearly every school has a good school library for circulation and for reference. The Board publishes an excellent list of books suggested for school libraries; the last list (1907) contains the titles of 2,671 books, of which 2,531 are suitable for children, and the remaining 140 are reference-books for teachers.

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* A report of the Committee on School Management, adopted by the Board on the 23rd May, 1906, is printed in the Appendix, and will give a good idea of the method of promotion.

[It may be interesting to quote here a digest of the school laws of the United States of America regarding text-books, which appeared in the Report of the Ontario Education Department for 1906. It is as follows :—

"The laws of the States of Delaware, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont make it compulsory on school authorities to provide free text-books for pupils.

"The following States have provisions in their laws whereby the schools through the district, county, town, or corporation, as the case may be, may provide free text-books, if desired—Colorado, Connecticut, Iowa, Kansas, Michigan, Minnesota, Ohio, West Virginia, Wisconsin; while the laws of the States of Colorado, Illinois, Indiana, Michigan, Missouri, Nevada, South Carolina, and Virginia make provision for free text-books to those pupils whose parents or guardians are not able to buy them.

"The following States require a uniform series of text-books in all the schools: California, Delaware, Indiana, Kansas, Louisiana, Missouri, Montana, Nevada, North Carolina, Oregon, South Carolina, Tennessee, and Virginia.*

"Arkansas, Georgia, Iowa, Kentucky, Maryland, Mississippi, South Dakota, Washington, and West Virginia have provisions for county uniformity; while all the States, so far as can be ascertained from the Commissioner's report, require at least school-district uniformity in text-books."]

Head Teachers' Association.

A very useful and energetic society in Chicago is the Association of Principals, or head teachers. It takes up the study of various educational problems, often suggested by the Superintendent of Schools, draws up proposals for syllabuses of work, setting up special committees for these purposes, and in various ways assists the Board of Education, which is largely guided by its advice. Our Educational Institutes might with advantage be used to do more of this kind of work than they do at present. As with us, the relation between the officials and the teachers' representatives seems to be of a friendly nature. Reference has already been made to the valuable Report of the Committee on Geography, reproduced in part in the Appendix; in the Appendix also will be found another report of the Principals' Association—namely, the Report of the Committee on Mathematics. The association is also called together to discuss subjects brought before it by the Superintendent of Schools: for instance, when suggestions were made by the principal and staff of the Normal School for a modified course of study for the practice schools, the matter was brought before the principals to obtain their opinion thereon. (This course sets forth the underlying ideas of the work attempted in the public elementary schools of Chicago so well that it will appear in the Appendix, instead of the actual programme of the schools.)

One department of the Board of Education that should not be overlooked is the Department of Child-study and Pedagogical Investigation, the Director of which (Dr. Daniel P. Macmillan) is able to give most valuable advice, from the hygienic, psychological, or pedagogic expert's point of view, in regard to the treatment of children in various phases of their school life. A good idea of the work done by this department may be gained from its report for the year 1903, part of which is printed under its proper heading in the Appendix, and part is included in the Report of the Parental School.

Dr. Macmillan's report for 1906 devoted considerable attention to the question of the treatment of backward children. Some attempts (more or less experimental) had been made to deal with these children in separate classes (called "ungraded classes") in four of the city schools, and these attempts had met with a certain degree of success. Dr. Macmillan wished to emphasize the necessity to deal with the matter in a more systematic way. Among those in the ungraded rooms he found,—

First group; children of subnormal intelligence, and hence unable to do the work of the regular school classes.

Second; children who are incorrigible for several reasons, and are sent to these rooms purely for disciplinary purposes.

Third; children who are behind their classes in some school subject, and are returned to their proper grade work when this deficiency is made up.

Fourth; children unable to carry on the regular work of the course on account of the fact that they do not understand the English language.

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* Probably none of these States, except California, can be said to be very advanced in matters of education.

The number in all the groups reported by the teachers of the 239 elementary schools in Chicago was 1,518, of which about 600 the Director of Child-study estimated as belonging to the first or subnormal group. These, he says, need special remedial measures. Ordinary elementary-school teachers, without special training, are not suited for the work; special teachers are necessary, as the courses must be drawn up with an immediate view to the needs of such pupils, and the rooms must be specially equipped. Again, the judgment of a teacher as to a child's intelligence is sometimes at fault. Dr. Macmillan found that from 5 to 10 per cent. of the children classed by teachers as of subnormal intelligence were not so, but belonged to one or other of the groups two to four above named. This points to the expediency of the rule recognised in Great Britain and on the Continent of Europe, that in determining whether a child is subnormal the special expert and the teacher should act together.

The proportion of subnormal children given seems high; at the same rate in New Zealand we should have over three hundred. Nevertheless, in each of our four chief towns we should probably find from ten to twenty such children; it might be expedient to establish an "ungraded room," say, in each of the four Normal Schools, for the milder cases, leaving the more marked cases, and those from other districts, to be treated at special homes like that now established at Otekaike.

High Schools.

The public High Schools of Chicago have one advantage over those of New York and other cities of the Eastern States, in that they are not quite so large, and the individual pupils have a somewhat greater chance of coming more directly under the notice of the principal. There were in 1906 seventeen of these schools, two being manual-training high schools. The total net roll was 12,024, so that the average number per school was just over 700, which is still too large for the effective personal direction and control of the principal. The average number in our five largest secondary schools in 1906 was 314; one of these had both boys and girls (Auckland, 526), the other four were boys' schools.

The same rapid diminution in the numbers for the successive years of the course is evident as in New York: of the total enrolment, 47·8 per cent. were pupils in their first year; 26·2 per cent. in their second year; 15·8 per cent., third year; and only 10·2 per cent. of the pupils were in their fourth year; or, in other words, 74 per cent. of the pupils were in the first or second year, and 26 per cent. in the third or fourth year. Assuming that all pupils entering in any year stay at the high schools for the whole of that year (which, of course, is in excess of the facts), the average high-school life per individual pupil lasts for 1·88 years. The falling-off in the last year is still more apparent if we take the boys alone: then we have—first year, 48 per cent.; second year, 27·3 per cent.; third year, 15·9 per cent.; fourth year, 8·8 per cent. The boys formed 41·5 per cent. of the total roll, the girls 58·5 per cent. If, however, we exclude the manual-training high schools, which admit boys only, we find that the boys formed 35 per cent. of the rolls, and the girls 65 per cent.

Examining the rolls of the secondary schools of New Zealand (1908), we find that 40·1 per cent. of the pupils are in their first year, 29·9 per cent. in their second year, 16·6 per cent. in their third year, and 13·4 per cent. in their fourth or a higher year; the proportions for the several years are almost the same for boys and girls, and the average stay of pupils at secondary schools is over two years: the boys form 57·2 of the rolls, the girls 42·8 per cent. Although the length of time spent by the average pupil at a secondary school in New Zealand cannot, in comparison with European countries, be considered satisfactory, yet it is somewhat greater than in the case of the Chicago high schools and very much greater than the average for all American high schools.

The high schools in the United States are, in general, strictly co-educational—that is, they are not divided into boys' and girls' departments, but boys and girls are taught together in the same classes. The great predominance of girls, especially in the upper classes, has accentuated some of the objections urged against co-education in secondary schools, which, introduced originally, as with us, on the ground of economy, had converted probably the majority of educationists to regard its many real advantages as deciding the balance in its favour as against separate secondary education for the two sexes. Mr. J. E. Armstrong, Principal of the Englewood High School, Chicago, with whom I had a most interesting conversation on this subject, has given much attention to the problem. In an article in the *School Review* he says that "the most serious objection to teaching boys and girls together in their early teens is that the change in the girl from childhood to womanhood takes place much earlier than the corresponding change in the boy; at thirteen the girl is taller than a boy of the same age. The boy does not begin his rapid growth and change till fifteen or sixteen, when he passes the girl in height. As children of fourteen enter the high school, the girl is from one to two years more mature than the boy: she is already a woman in seriousness of purpose, in power of application, and in womanly instincts. During his first two years in high school the boy begins to grow rapidly. Indeed, so rapid are his physical changes that he finds himself unable to concentrate his mind upon anything. He needs more sleep and fresh air than ever before. Nature makes such drafts upon his stomach that he can do little else than eat, sleep, and exercise. No wonder most boys during these two or three years earn the title of 'that lazy boy.' If he works with the energy of a steam-engine while building a boat or in a game of football, he still fails to redeem himself from the reputation he has made in the girls' class-room. I say 'the girls' class-room,' because I think the class has gone through an unintentional evolution to suit the needs of those in the majority of numbers and maturity of mind." The inevitable result is that the boy's education suffers.

Mr. Armstrong, who desires to retain the great moral and social advantages of co-education, has attempted to solve the problem by what he calls the method of "limited segregation"—that is, separate classes for boys and girls in certain subjects. The experiments carried out in his own school have been, on the whole, very successful. The separation of the sexes has rendered it possible to use different methods of teaching, suited to the different stage of maturity of boys and girls respectively. As a result, to take one subject only, in the segregated classes a greater percentage of the boys than of the girls gained 75 per cent. of marks, or over, in a foreign language—a place where boys had been found before to fail. A slight loss was noted in moral tone and in deportment. The problem is worthy of attention in New Zealand, where many of our secondary schools are co-educational; as the schools increase in size, we shall, no doubt, become conscious of the same difficulties, which already exist on a small scale.

Boys or girls who have completed the full course in an elementary school, have passed a satisfactory leaving-examination, and are reported by their principals as qualified, are admitted free, as in New Zealand, to a high school. Those living outside the city are, however, admitted only under special circumstances, and have to pay $1.25 a week (£10 a year) as tuition fee; pupils must attend the school in the district in which they reside, except when transferred by the Superintendent of Schools (when he wishes to adjust the numbers in the schools). The privilege of being allowed to attend is strictly guarded; a pupil may lose the right not only by moral misconduct or lack of diligence, but by absence without satisfactory reason for six half-days in four consecutive weeks, or for defacing or injuring school property. It is not a matter for surprise, therefore, that the attendance is generally good, and that cutting or scribbling on desks or other school property is practically unknown. The subjects are for the most part nominally "elective," or optional; but in practice the principal controls the choice of work to a large extent; English is practically compulsory throughout the course, and Mathematics is generally taken, for the first two years at all events; Physiology is compulsory in the first year, and Physical Culture throughout the course; no pupil is allowed to take more than one foreign language in his first year, unless he is able to enter an advanced class in the second language; nor can any one in that year take up Stenography and Typewriting. No pupil can receive a diploma of graduation from the high school unless he has received sixteen credits (which correspond to eighty units as defined in the Free Place Regulations under the New Zealand Education Act); his course must include the special subjects of Drawing, Music, and Physical Culture; pupils who have completed two years satisfactorily may obtain a certificate, stating the work accomplished. The regulations contain one significant paragraph to the following effect: "Any pupil of marked ability who shall accomplish any piece of valuable work along lines of individual research within the scope of the High School studies, and shall submit the same with conclusive evidence that the work is original and the results valuable—such work to be done during the last two years of the curriculum—shall receive such credit or credits for this work towards graduation as it shall be worthy of, in the judgment of the principal and teachers." Some among us who are sceptical as to the possibility of research work being done even by University students would no doubt consider that this provision suggests an impossible ideal—an opinion which involves the conclusion that the acute and experienced men who direct educational affairs in America do not know their business. Examinations are held at the close of each year by the principals and teachers of the schools; outside examinations are almost unknown, although the Superintendent of Schools has the right, if he sees fit, to cause all the pupils of all the schools to undergo an annual examination.

The programme of studies in the ordinary high schools, the manual-training high schools, and evening high schools, is printed in the Appendix.

In spite of the large foreign element in the population, the excellence of the English work is a distinct feature in the high schools. In foreign languages, the methods are varied; the official programme prescribes the natural or direct system in the teaching of German, but, with an inconsistency that the teachers themselves could not explain to me, seems to foster the use of the old system in the teaching of French.

The diverse character of the population of Chicago is reflected in the schools, and introduces difficulties into the organization and teaching which are practically unknown to us, except in a mild form in a few of our Maori village schools. A few examples may be cited: In the Crane Manual Training School, in the year 1906, out of 863 pupils, 315 were of American birth, 104 were German (born abroad, or native-born, but both parents born abroad), 55 were Irish, 77 Scandinavian, &c.; in the Englewood High School, out of 480, 249 were American, 70 Scandinavian, 59 German, &c.; in the Murray F. Tuley High School, out of 579, the number of Americans, Canadian, English, Scotch, and Irish together amounted to 32, the Germans numbered 109, and the Scandinavians 265; in the Burr School the total roll was 642, of whom 12 were American, 180 German, 307 Polish, 74 Russian or Lithuanian; in the Garfield School, 471 out of 664 were Russian; in the Dante School, 515 out of 567 were Italian; in the Jirka School, 401 out of 548 were Bohemians; and so on. Yet, in a few years, these children are all turned out American citizens, with trained minds, speaking English as if it were their mother-tongue, and as proud of their adopted country as if their ancestors had landed in the "Mayflower."

Evening Schools.

The large foreign element in the population mainly determines the character of the evening schools. Of the seventeen thousand pupils enrolled in those schools, more than half—8,596—were in classes for foreigners; of the remainder, 4,166 were in the regular elementary work, 631 in sewing, 636 in cooking, 743 in manual training, 947 in physical culture, 965 in book-keeping, 585 in stenography and typewriting, 593 in construction drawing, 187 in high-school English, 13 in Latin, 61 in French, 48 in German, 28 in Spanish, 76 in high-school algebra, 60 in physics, and 63 in chemistry. The average attendance was 9,714, or 56 per cent. of the roll. It will thus be seen that the amount of manual and technical work done in these classes was not large; taking the widest signification of the term, only 16 per cent. of the pupils were receiving instruction of this kind; five-sixths of the pupils were taking continuation courses, mostly elementary. In New Zealand in the same year, 1906, the average attendance at continuation and manual and technical classes, exclusive of school classes for manual work, was 17,707; of this number 46 per cent. were attending manual and technical classes.

To make a full comparison it would be necessary to take into account the work done by the manual-training high schools, and that done by the Lewis Institute (for the practical training of boys and girls) and by the Armour Institute, one of the best-equipped institutions for higher technical education in the United States.

Apprentice Schools.

These schools represent an attempt to give something that is an equivalent for the industrial-improvement schools of Germany or the trade schools in Switzerland; but so far their success is small. The idea seems to be an excellent one; but, notwithstanding that attendance is by law compulsory, there is apparently great difficulty in securing the attendance of the majority of apprentices. The law requires employers in any trade in which classes are constituted to send their apprentices to school for three months in each year; and by mutual agreement the classes are held during the months of January, February, and March. The method in which an apprentice school is constituted will be evident from the following notice appearing in the Chicago Board of Education Bulletin of the 21st December, 1903:—

"SCHOOL FOR APPRENTICES.

"The Committee on School Management reports that it is in receipt of a communication from the representatives of the Joliet Board of Arbitration, of the Chicago Masons and Builders' Association, and the United Order of Bricklayers and Stonemasons' Union, requesting that the Board of

Education provide rooms and teachers for the School for Apprentices to begin January 4th, 1904, and that this school be continued for three months of seven hours a day. They report that it will be necessary to provide for 160 students.

"The Committee recommends that this request be granted, and that the Superintendent be authorised to take the necessary steps for providing rooms and teachers for this school. (Report adopted November 25th, 1903.)"

For the term of 1906 the average membership of all the apprentice schools in Chicago, with a population of nearly two millions, was only 228; as very few attended the Y.M.C.A. classes for apprentices (accepted as an equivalent) it is obvious that many apprentices and employers were evading the law, and that the rules of the unions for penalising apprentices who do not attend school regularly were very laxly enforced. Three courses were provided in construction-work:—

Carpenters.

1. Make in wood-shop model cottages, barns, or other frame buildings to a scale, showing foundation-beams, framing, doors, and sides; partitions, roof-constructions, sheathing, lathing and shingling, window-frames, bay windows, doors inside and out.

2. Make working-drawings, write out the specifications, and compute the cost of labour and material used in No. 1.

3. Study and construct in detail, for both brick and frame building, window-frames, outside door-frames, porches, dormers.

4. Practice on inside finishing-work, casings, wainscoting, mop-boards, panelling-grounds, corner beads, mouldings, beams, columns.

Masons.

1. Study different types of foundations on firm soils and on compressible soils.

Make drawings and scale models of foundations used under light and under heavy buildings. Footings, centre of pressure, piles, grillage, concrete, masonry wells, caissons, offsets, inverted arches, retaining-walls, vault-walls, door and window spaces.

2. Laboratory work on,—
   Lime—characteristics, slaking, and mixing.
   Stands for masonry; compositions.
   White and coloured mortars.
   Hydraulic limes.
   Kinds of cement—analysis, testing, strength.
   Cement mortars.
   Effect of heat and cold upon fresh and set mortars.
   Concrete—use in modern foundations and constructions, mixing, proportions, testing strength of different mixtures.

3. Study common types of building-stones as to use, strength, durability, composition, &c.

Bricklayers.

1. Working-drawings, blue prints, perspectives, and scale models of dwellings and large buildings, which are representative of the typical styles of brickwork,—
   American bond.
   English bond.
   Flemish bond.
   Brick veneering construction.
   Architectural terra-cotta.

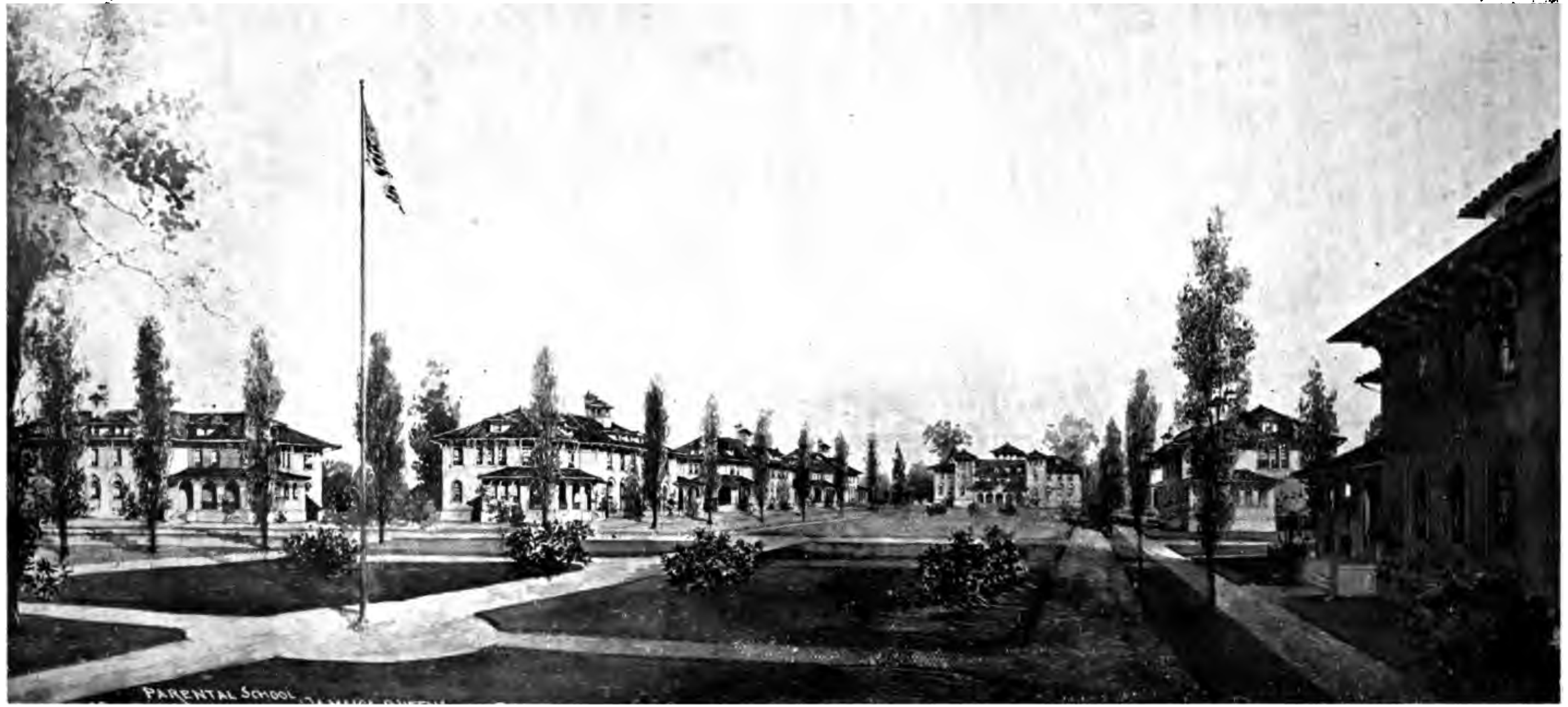
2. In the class-room, give practice in writing out specifications and contracts, and compute the cost of material and labour as used in No. 1.

3. Laboratory work,—
   Bricks—composition, manufacture, glazed and enamelled, paving, firebrick, coloured press-brick.
   Lime, cement, mortar, sand.
   Thickness of mortar joints; effect of cold and heat.
   Wetting brick, efflorescence.
   Damp-proofing.
   Crushing-strength of brickwork.

The courses last for four years, the usual currency of an apprenticeship.

The Parental School

is a residential truant school. Its aims and work will be best understood from the report of the Superintendent of the school for the year 1903, which appears in the Appendix.



PARENTAL SCHOOL, JAMAICA, QUEENS, NEW YORK.
A truant school on the cottage-home system, like the Weraroa Boys' Training-farm, N.Z.

Teachers' College, Horace Mann Schools, New York.

AMERICAN IDEAL OF EDUCATION AS CONCEIVED IN THE TEACHERS' COLLEGES OF NEW YORK AND CHICAGO.

The schools attached to the Teachers' College of the Columbia University and to the School of Education of the University of Chicago focus the most advanced movements that are going on in America in regard to the ideals and methods of education. In other schools, especially in the public schools of New York and Chicago, we may clearly trace the influence of the same general principles, and find teachers using methods based to some extent upon them; but in the schools named we find the work of teaching being carried on by men and women who are imbued heart and soul with a certain ideal of education, and who seem to believe in it and to understand it so well that they can carry it out with logical thoroughness of detail and with pronounced success in the results.

The primary object of education is to the minds of these reformers not the mere acquisition of knowledge, or even the development of powers in themselves, but social efficiency—the *social* efficiency of the *individual* citizen; or, as the Principal of the Horace Mann Elementary School aptly puts it, "Education involves the development of the natural powers of the individual, and the acquisition of knowledge, so that he may become adjusted to the ideals towards which society is moving. 'Social efficiency' is, therefore, the best brief expression of our goal, emphasizing the capacity to do as well as to know." The three Rs have become with us a phrase and a fetish, and we have been apt to forget that, valuable instruments as they are in part of our education, mainly that part which is got through the medium of books, they can never be the real aim even in our elementary schools, where, as everywhere else, "the primary object is to enable a man to play a solid part in practical life, and to distinguish himself if possible; and the secondary object should be to enable him to use his leisure hours vigorously, and with some intellectual zest*"—always, of course, with a view to his social relations and duties.

In attempting to carry out the idea of training a child for social efficiency, the reformers have regard to another very important fact, which, in spite of Froebel, is still often forgotten—namely, that child-life is not simply a preparation for the future life of the adult, of the workman or professional man, or of the mother, but essentially and truly a part of life itself; accordingly, if we so call forth the child's activities, train his observation and thought, develop his physical and moral powers, as to make him realise his own child-life in the best way in his relations with his companions and with others, we are far more likely to produce in him as a member of human society a higher degree of efficiency than if we cling uncompromisingly to the old pedagogic ideals. To one who has been accustomed to see the regular formal work of our elementary and secondary schools, it is, at first, somewhat of a shock to walk into class-room after class-room, and to see in one children dressed as North American Indians sitting in front of miniature wigwams; in another children binding and decorating their notebooks, or weaving cloth, or making toy watermills (which, indeed, work well in a rough way); here making up rimes, and trying to find tunes to them; there making a forge, or building a Roman galley; here telling old Greek or Saxon fairy tales to one another and to their teacher, or dancing a Norwegian folk-dance; there pressing flowers, or drawing a crayfish that lies sprawling on a tray before them, or tempting a shy grey squirrel to take nuts from their hands: when one sees all this, however often one may have read of it, one is inclined to make the remark that this is glorious play; but what about the mental discipline, the thorough mastery of a subject, the habits of accuracy and perseverance (supposed to be) acquired in learning the dry details of grammar or in working out hard sums in complex fractions? But when it is found that these children can speak and read, write and count at least as well as children of the same age in our schools; that children trained on the same lines have passed into the High Schools, and, after four years there, have reached a standard of knowledge that, judged by our tests, is higher than that generally reached by the best pupils of our secondary schools; that, in addition, they have gained a practical power in observing and handling the things around them and a practical outlook on life that our pupils seldom get until they get it from the hard experience of business—then it cannot be denied that the system that affords these results is worth careful examination.

It is often said that the American ideal is that of making money; and I had really expected to find this spirit making itself evident in the schools. I was agreeably disappointed: in the American schools I visited there was apparently less of the commercial spirit than in the schools of Great Britain—say, London, for example—unless, indeed, it be fostering the commercial spirit to train a boy, say, to design the most beautiful cover he can for his notebook, and to execute it to the best of his ability in leather or cloth, or for a girl to do similar work on a travelling-bag she makes for her mother, or for a child to learn accuracy by the discovery that he has made his measurements so carelessly that the parts of his miniature machine won't fit and won't work. Remembering that these schools in question are picked schools, and that the teachers are picked teachers, it is still something to say that they can express themselves in their mother-tongue as well as Italian, or Swiss, or German children can in theirs; that they can read, and write, and do their arithmetic as well as children of the same age or class in England or Scotland; that they can make toys and working-models better than Swiss children; can sing better and know more about music than German boys and girls; can draw or design in colours, or in light and shade, well enough to compete with junior students in a school of art; have a more intimate knowledge of nature, and of geography and history in their human and civic significance than could probably be found to be possessed by children in any land; and that at the same time, unlike, say, the German boy or girl, they can play as eagerly and as joyously as any children born in sunny New Zealand.

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* A. C. Benson, *National Review*, September, 1907.

The children find out as much as they can for themselves; they learn to do and to make things themselves, discovering by their own trials and suggestions the best ways of doing and making them; they learn to express themselves in oral speech, in writing, with charcoal or brush, with chisel, or needle, or loom; they act over again or represent in miniature on their sand-tables the life of the past, the primitive man, the Greek or Roman, the Viking, the mediæval knight, the discoverers and settlers of America, the people of many lands; they rear and watch animals and plants; they hear and tell again the old classic stories of many literatures; they go through the process of making simple objects in wood, metal, clay, and textile fabrics, in order that they may understand the relation of the fundamental manufactures to the progress of mankind from savagery to modern civilisation. The teacher guides, suggests, corrects mistakes, but gives very little instruction; with us the teacher teaches too much, and often the most earnest teachers are the worst offenders in this respect. Some of the class-rooms resemble workshops at all times, others are transformed into workshops for this or that lesson. It would be a mistake to suppose that there is no "drill" in arithmetic, or in word-building, or, later, in the grammatical forms used in speech; but the drill periods are short, and often the children are allowed to suggest the form the drill should take—I saw, for instance, a splendid spelling lesson given by means of a game at dumb-crambo, all the riming words being written on the board, and explained by the children left in the room. The acting by those who went out had to be correct, in accordance with historical or other facts known to the children, or it would be criticised by the other children. After the word was guessed, other possible rimes were written on the boards, the child writing a word having to explain how it should be acted. The children were about eight years old. In twenty minutes or half an hour they really learnt how to spell more words than they could have learnt in any other way—and they knew the meaning of the words.

Great attention is paid to physical education; the children are regularly measured and examined from time to time by a doctor, who advises the staff in special cases as to changes to be made either in the physical exercises or in the mental work of the child.

There are gardens for the children—even those of Grade II (about seven years old) have their plots for work and observation; the greenhouse is found very useful, especially in winter-time, both for the students and for the children; the latter also rear plants in pots and glasses. Aquatic animals and plants are to be seen in the tanks or aquariums, and they, as well as the animal pets, are cared for by the children. The children go for many walks and excursions for the purpose of geographical and other nature-study, or to visit factories, museums, picture-galleries, or spots of interest in local history. Both in New York and Chicago the elementary schools, and the high schools connected with the Teachers' Colleges, have their own special papers—in one instance, at least, this is printed on the premises by the children themselves. Attached as they are to two of the best Teachers' Training Colleges in the world, these schools are necessarily experimental. Not being part of the State system, fees are charged; the fees are rather high, compared with ours—at the Horace Mann Kindergarten the charge is £15 a year; in Grades I to IV, £30; Grades V to VII, £40; High School, £50. All the pupils are day pupils. In the New York Teachers' College the Horace Mann Elementary and High Schools are used only for observation purposes, the Speyer School (which is free) being used for practice in teaching. At the University of Chicago all the schools attached to the Department of Education are used both for observation and practice.

It may be said that the directors of these schools have adopted the best methods of Germany and Great Britain, and then, putting before them the ideal of social efficiency, have woven those methods into a remarkable but albeit self-consistent system. The result is well worth the serious study of all our teachers. Whether many of the actual methods could be adopted, say, in our small country schools is doubtful; but we might do worse than imbibe the spirit of the system, and then under that influence endeavour to modify our teaching in accordance with our own local needs.

The fairest as well as the best way to present the views of those who have established these schools and are carrying out these experiments is to let them speak for themselves. Accordingly, in a special appendix are printed extracts from articles by various members of the staff of the Horace Mann Elementary Schools, from the programme of the Horace Mann High School, and from the announcements of the University Elementary School and University High School at Chicago.

In the Horace Mann Schools the elementary course—that is, subsequent to the Kindergarten—lasts for seven years, and the High-School course for five years, or twelve years altogether. The elementary-school course at Chicago is an eight-year course, and the High School requires four years (though a fifth year may be taken); so that the compulsory course for "graduation" is twelve years in all.

In both High Schools the number of "electives" or optional subjects is nominally large; but in practice it is much reduced owing to the discretion placed in the hands of the Director of each school.

FINANCIAL ASPECTS OF EDUCATION IN THE UNITED STATES OF AMERICA.

There is no general system of public education in the United States, but the financial support of the public schools (elementary, high, &c.) is left to the several States and the local communities, except that Congress has given the States in which the public lands were located large grants of these lands from which to make permanent endowment funds for the schools. In nearly all the States which do not have the land-grant fund, permanent school funds have been created out of their own resources. The annual revenue derived from these land-grant and other permanent funds constitutes, however, only a small fraction of the aggregate funds required for the maintenance of the public schools, and with the increase of population it is a constantly decreasing fraction. In 1899–1900, out of a total school revenue of about £45,000,000, only £1,900,000, or 4·2 per cent., was derived from the income of permanent funds. By far the largest part of the money required for the proper maintenance of the public schools is, therefore, raised by annual taxation. The method now generally followed is to provide part of this annual school fund by State taxation, and part by county, town, school-district, or other local taxation. In 1899–1900 about 69 per cent. of the total amount of school revenues was raised by local taxation and 16 per cent. by State taxation, the remaining 10 or 11 per cent. being derived from fees, gifts from private individuals or societies, and from miscellaneous sources. But the relative amounts raised by State taxation in different States varied from nothing to 77 per cent.

In Massachusetts for many years it was the plan to throw the whole burden of school maintenance on the local communities; the consequence was that the schools in the wealthy manufacturing towns far outstripped the country schools in every particular. Some rural communities, which struggled bravely to maintain a proper basis of efficiency, found the burden of school taxation an intolerable weight on agriculture. More recently the State has given some measure of aid to country schools on the basis of their own reasonable efforts to help themselves. But even now each adult male in Massachusetts contributes to the support of schools through local taxation to the amount of £3 7s. 2d. a year. In North Carolina, on the other hand, a very large share of the school moneys has been raised by State taxation, as was perhaps natural in a community where the population was scattered and the aggregate wealth comparatively small; the result, however, according to Dr. A. C. True* (to whom I am indebted for most of the above facts and statements) has been that this plan has apparently paralysed local effort and kept the average length of the school term at a very low level. Dr. True lays down the following principles:—

"(1.) The aim should be to provide every child of school age with equal opportunities for an education;

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* "Some Problems of the Rural Common School." By A. C. True, Ph.D.; "Yearbook of the Department of Agriculture," 1901.

"(2.) The whole wealth of the State should be made available for educating all the youth of the State; and

"(3.) The individual communities requiring schools should contribute according to their means toward the support of their own schools."

In Massachusetts, although the State contribution is small, two very wholesome rules are observed in its distribution—namely, (*a*) a portion of the State funds is divided among the townships on the basis of the ratio which the township's school tax bears to its whole tax; (*b*) another portion recognises the principle that the poorer the community the more it needs the help of the State to maintain its schools. This still leaves undetermined the relation which should exist between the total amounts of State aid and local school taxation. Bound up with this question to some extent is the proportion of State and of local control of the schools; but hardly anywhere is that proportion directly determined by the proportions which the State and the county or township respectively contribute; in nearly all democratic countries the chief control of the schools rests with a local or district authority, with the township or county, or both together. The States of Australia, where finance and control are both functions of the central departments, present the first exception that comes naturally into our minds. In New Zealand, on the contrary, almost the whole cost of education is borne by the State, and nearly all the control is in the hands of the local authorities—Education Boards and School Committees. In spite of the disproportionate size of some of the education districts, this plan has on the whole worked extremely well; it might, conceivably, be desirable to readjust the districts, or to alter details such as the mode of election of members of Boards and Committees; but he would be a rash man who would propose, save, perhaps, in one respect, to lessen the amount of local control of our schools.

The Department should be the guardian of the public funds—that is, it should have power to see that the funds voted by Parliament are spent to the best effect for the purposes for which they are voted; it should disseminate information useful to administrators and teachers; it should issue regulations in all matters in which a certain degree of uniformity is desirable; and it should be in a position to co-ordinate the several parts of the whole system so as to make a complete whole. At present it is unable to do this except in a partial manner, as it exercises no inspection over the great majority of the schools—viz., the public schools of the Dominion. It is almost true that the Department has no eyes to see clearly matters it has to deal with every day. But it would be a mistake to think that this question would be solved by the simple method of transferring the Inspectors of Schools from the Boards to the Department. Although the Inspectors of the Boards have not the autocratic powers possessed by the Superintendents of Schools in America, yet they are the expert advisers of the Boards; it would be a poor service to the education system of the Dominion to take away the "eyes" of the local authorities, which have, and should continue to have, the main control of the schools, in order to give even the necessary degree of vision to the Department. Even in Great Britain, where His Majesty's Inspectors are officers of the Education Department, the local Councils or Education Committees have their own Inspectors or other expert advisers. But it should not be impossible to devise a plan that would overcome both difficulties. If each Board had as its chief executive officer an educational expert with duties akin to, but not so wide as, those of the Superintendent of Schools in an American city or county, the Board would not lose its adviser when the Inspectors were transferred to the central Department. It is not a sound principle that so-many hundreds of thousands of the State's money should be spent, and yet that the State should have no direct means of knowing that it is spent to the best advantage.

The only two branches of the education system in New Zealand that at present receive contributions out of rates levied by local authorities are the industrial schools branch and the technical branch: in the former case, payments are made out of rates by the Charitable Aid Boards for the support in whole or in part of indigent children sent to industrial schools; but the questions involved therein are evidently connected with other questions that do not properly come within the sphere of education.

As to technical schools, it has been the practice to require that sites for technical schools should be provided locally, and they are often provided by local authorities, which also in many instances vote moneys out of rates in aid of the maintenance of technical classes, subsidies of £1 for £1 being paid by the Government on sums so voted. It may be expedient in the future to extend this principle; if so, it should be put upon a more systematic basis. In like manner, it is possible that the vexed question of grants for new school-buildings, where the Boards are always in the position of applicants for money and the Department in that of the jealous critic of expenditure, might be settled much more easily than it is at present, if a certain measure of local contribution out of rates were required, and the Government subsidies thereon were determined by some more or less automatic rule. In any such cases it would be necessary to determine the question of the proper proportion that there should be between the contributions of the Government and of the local authority. It may be of interest, therefore, to note the proportion of general and local taxes devoted to education in certain cases in other parts of the world :—

		Out of State Taxes.	Out of Local Taxes.
Switzerland	Primary	40·0	60·0
1. Bund and Cantons	Secondary	61.5	38·5
	Technical	70·3	29·7
2. Communes	Higher	89·9	10·1
	All branches	51·9	48·1
Chicago	Elementary and secondary	3·9	96·1
United States	Elementary and secondary (average)	18·8	81·2
England	Elementary and higher elementary	53·7	46·3
Wales	Elementary and higher elementary	56·6	43·4
Scotland	Elementary, continuation, secondary	52·3	47·7
Ireland	Elementary	92·1	7·9

VARIOUS TOPICS.

Agricultural Education in America and Europe, and in New Zealand.

In spite of the fact that the United States of America have made good provision for higher agricultural education, and have in existence forty-five agricultural colleges (including those colleges that have a department of agriculture), the total bulk of agricultural instruction of all kinds (elementary and advanced) actually being given is probably not greater in proportion to the population than it is in New Zealand. But there is such an awakening in the minds of all public leaders as to the importance of widespread and sound agricultural education, and such vigorous steps are being taken to promote it in most of the States, that before long we shall be left far behind unless we move rapidly too.

In thirty States the teaching of agriculture is either compulsory or permitted in public schools; ten of these States — Alabama, Georgia, Louisiana, Maine, Maryland, Mississippi, North Carolina, South Carolina, South Dakota, and Wisconsin*—require the teaching of agriculture. Those marked with a star, together with Nebraska, New Hampshire, and Michigan, make agriculture an obligatory subject for teachers' certificates; while eight other States — Connecticut, Massachusetts, Indiana, Missouri, California, Kentucky, New York, and New Jersey—are training teachers and otherwise preparing for the introduction of the subject into both elementary schools and high schools.

Already there are agricultural high schools in Alabama, California, Minnesota, and Wisconsin; Georgia is just establishing eleven similar schools, and the Legislature has decided to give towards their maintenance all the agricultural inspection fees collected (about $6,000 a year). Each community in which such a school is situated must give 200 acres of land and the necessary equipment; the people are subscribing enthusiastically, and $800,000 in land and equipment has been offered for these schools. As the Massachusetts Commission on Industrial Education says in its report, "in Europe there is the universal recognition of the necessity of special education for every form of industrial life," including agricultural education.

It has been stated again and again that the high position attained by Germany in the industrial world is due not to its special education, but to the high standard of its elementary, secondary, and higher institutions for general education. Nothing could, in my opinion, be more misleading; to take one fact alone—the parts of Germany where the greatest general industrial progress has been made are not coterminous with those in which elementary and secondary education stands at its very highest level, but they are coincident with those in which for many years great attention has been given to industrial education—that is, to special training for vocations. In some parts of Germany, Austro-Hungary, and France, in Switzerland, Denmark, Norway, and Sweden, agriculture, by reason of local needs, has received much of this attention. Even Great Britain is waking up to the need for the agricultural instruction of its rural population; for many years it has made in its characteristically unsystematic way a very fair amount of provision for the manual and technical instruction of those engaged in the mechanical trades; in many of the counties, similar efforts, but better thought out and more systematic, are now being directed towards agricultural education. Canada has excellent agricultural colleges, and is carrying on the training of its rural teachers so vigorously that in a short time it will have quite an army of instructors skilled in the teaching of agriculture and of domestic science—although, at present, I imagine that even in Ontario, the centre of this activity, nature-study and elementary agriculture are taught in a smaller percentage of schools than in New Zealand.

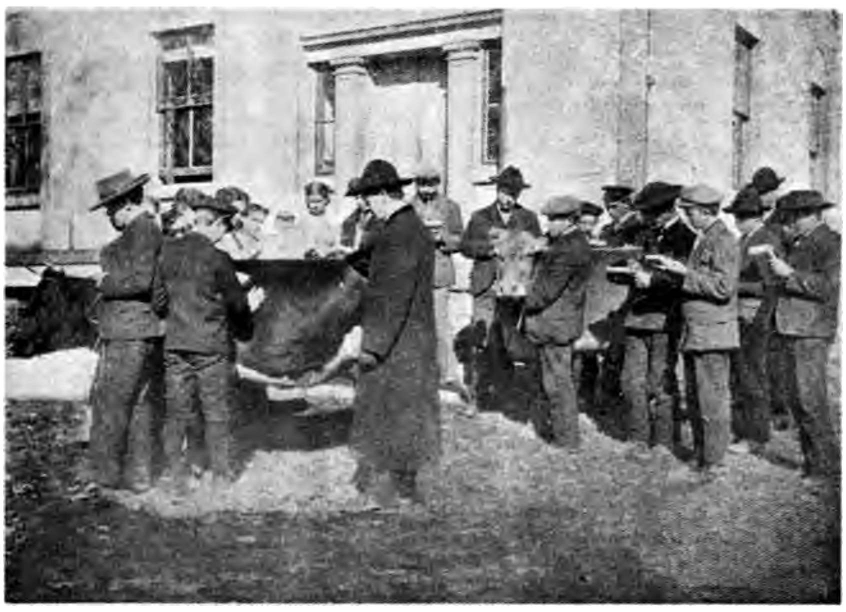
The Ontario Agricultural College at Guelph, which has for years stood high in reputation as an institution giving a high standard of training in agriculture, has linked with it the Macdonald Institute, where women are trained as rural teachers, particularly in domestic science; and its influence in stimulating work in nature-study and agriculture among teachers is very great. The establishment of the Macdonald College, at St. Anne's, near Montreal, with its threefold institutions—namely, agricultural college, college of domestic science, and college for the training of rural teachers—may be taken as a sign of the times. It is under the control of Professor Robertson, has been endowed by Sir John Macdonald with two and a half million dollars for land, buildings, and equipment, and with two and a half millions more for maintenance. With the strong staff it possesses, and its laboratories for nature-study, botany, chemistry, physics, animal anatomy, and so forth, it must soon produce a marked effect on the farming industry of Canada.

These instances are quoted in a general way to give emphasis to my recommendations set forth in the remarks on the scheme for agricultural education indicated in the diagram. This scheme does not involve a radical revolution or the establishment of a large number of new institutions, but merely the expansion of the work of those we already possess, and a proper co-ordination of the several parts with one another.

After seeing the various schemes of agricultural education in various countries, I am of opinion that we have at present nearly all the machinery for a complete system suited to the circumstances of the country. The steps in the various ladders from the primary school to the agricultural expert with the degree of Bachelor of Agriculture or Bachelor of Veterinary Science, or the trained farmer, are shown in the following diagram for a scheme of agricultural education in New Zealand.

Plant-life Class at the Waterford High School, Pennsylvania.
(U.S. Dept. of Agriculture—Year-book, 1905.)

Live-stock Class studying Sheep on a Farm, Waterford High School, Pennsylvania.
(U.S. Dept. of Agriculture—Year-book, 1905.)



Live-stock Class judging Dairy Cows, Waterford High School, Pennsylvania.
(U. S. Dept. of Agriculture—Year-book, 1905.)

Live-stock Class examining a Horse, Waterford High School, Pennsylvania.
(U.S. Dept. of Agriculture—Year-book, 1905.)

The following explanations will help to make the matter clear :—

1. All children in primary schools should receive instruction in nature-knowledge (nature-study).

2. All country primary schools (and as many town schools as possible) should have school gardens and a course of elementary practical agriculture. (At present about 450 schools in the Dominion have this.)

3. Attendance at school during the next period (roughly, from the age of thirteen or fourteen to the age of sixteen) should be universal—namely, at high schools, technical day schools (not shown in the diagram), district high schools, or at afternoon or evening classes for those compelled to go to work. Either attendance should be compulsory, or inducements should be held out to boys to attend. Junior free places are now available at all these schools and classes. (For girls at this and other stages there should be courses in domestic science, with the option, for part of the time, of taking, say, dairy-work or horticulture, or bee-keeping). In all district high schools, except, perhaps, some of those in mining districts, a junior course in agriculture should form part of the programme. Attention should still be given to other branches, especially English, arithmetic, and practical mensuration, drawing (of plans and of diagrams to illustrate the work in agriculture), simple book-keeping, physical geography (from the point of view of the farmer—really a part of agriculture) ; while civics and military and physical drill should not be neglected. Rural high schools and most of the high schools in the smaller centres, which have really a greater interest in agriculture than in any other industry, should include similar work in their programmes. The time-table in these schools would be somewhat as follows : English, 6 hours a week ; arithmetic, book-keeping, and mensuration, 5 hours a week the first year, 4 hours the second year ; agriculture, 4 hours a week the first year, 5 hours a week the second year ; drawing, physical geography, civics, military drill, physical instruction, each 1 hour a week ; other subjects (woodwork, &c.), 3 hours a week : total, 23 hours a week. In the high schools, if a foreign language is taken, English may be cut down to four hours, and one hour or one hour and a half taken from the supplementary time of three hours. The classes for those who have had to leave school should, if possible, be held in the afternoon—say, twice a week for three hours during thirty weeks in the year, avoiding the busiest times of the year. The holding of these classes during the afternoon may involve a little sacrifice on the part of the farmer, but the gain in efficiency in comparison with evening classes is recognised all over the world as so great that I am sure the sacrifice is worth making. If two afternoons a week cannot be given, perhaps one afternoon can be spared, and the remainder of the work done in the evening, or all the work may be done in the evening. There seems to be no special reason why, for part of the year, at all events, agricultural classes should not be held, say, from 4 to 7 or from 5 to 8.

Where there is a district high school within reach, these clasees should be held there so as to make use of the laboratory and equipment at hand.

4. In the next period of life (about sixteen to eighteen years of age) the work in agriculture (senior school course) would be continued, and become more specialised. Even the high schools in the large centres might give some of their boys the option of taking it. Senior free places are tenable during this period at all the schools. I think there should be some addition to the grants now given to district high schools, high schools, and to afternoon or evening classes—say, in the shape of bonuses on all pupils who take complete courses in agriculture.

5. There should be two agricultural colleges, one for each Island, affiliated to the University of New Zealand, doing more extended work than is now being done at Lincoln. Each of the colleges should make it possible for a student to take :—

(*a*.) A full four-year course,

(*b*.) A three-year course,

(*c*.) A two-year course,

(*d*.) A special one-year course for teachers.

A general course in dairy-work should be given in one of the departments of each of the colleges.

(*a*.) The four-year course should be taken by students coming from high schools or district high schools, after four years therein. Many of them would wish to become agricultural experts or directors of agricultural instruction, and to take the degree of Bachelor of Agriculture in the University; the University entrance scholarships and bursaries are available for this course.

(*b*.) The three-year course, by those holders of scholarships who have spent two years in a high school or district high school, do not aspire to the B. Agric., but are able to spend three years at the College, receiving a Diploma of Agriculture at the end of the course; the first two years will be met by the present Senior Board Scholarships, which should be tenable at an agricultural college, if the holders are sixteen years old and otherwise suitable. It would be a simple matter to extend the tenure by a year.

(*c*.) The two-year course, by some who wish to become special teachers of agriculture, and for that purpose are willing to spend one year afterwards at a training college to learn the principles and methods of teaching. The two-year course might be taken by any other pupils who have satisfactorily completed four years at a high school, district high school, or at afternoon or evening agricultural classes. To make it equally open to all of them, rich or poor, it would be necessary to give some aid in the form of agricultural bursaries.

(*d*.) Teachers who had passed through the training-college course satisfactorily should be encouraged to take a year's course at the agricultural college; their allowance should be continued (under proper conditions), and they should receive credit, in the class of their certificate, for the additional training. Instead of doing this, however, some of them might, if they had previously done a fair amount of work in agriculture, go on similar conditions to the experimental stations of the Agricultural Department, if that Department could arrange to receive them.

6. There should be short courses for adult farmers and others—for those who had not gone to the agricultural colleges, in order to extend their knowledge, and for all in order that the knowledge of agricultural science and practice already acquired might be kept up to date.

7. There should be attached to the technical instruction branch of the Education Department a trained organizing Inspector of Agricultural Instruction, who should inspect all schools and classes receiving grants, and be ready to give his advice and assistance to any Education Board, High School Board, or other authority applying for it. He should keep in touch with all branches of the work.

8. To make the scheme as successful as corresponding schemes are in certain parts of the United States, it is necessary to secure the co-operation of the farming community by means of farmers' societies, which should be in touch with all branches, but especially with the agricultural colleges and with the experimental stations. Included in their work might be special experiments to be conducted on the farms of individual farmers, the formation of home-reading circles in agriculture, reading circles in agriculture, and the management of periodic conferences and of short courses of lectures by itinerant lecturers on special branches. Small subsidies might be given, on the basis of pound for pound, to such societies, if they did the work indicated.

9. It might be deemed expedient after a time to have a National Council of Agricultural Education, as in the United States, having on it representatives of all the bodies concerned in controlling such education—including Boards of Education, High School Boards, the university colleges, the agricultural colleges, the Departments of Agriculture and Education, and the farmers' societies.

It will be seen that the scheme projected involves some increase of expenditure; but, from what I have observed elsewhere, I am convinced that the improvement and extension of agricultural education would lead to an immense increase in the bulk of our agricultural production, and thus solve, or aid in the solution of, many economic problems — as of the increase of wages and the maintenance of our position in the markets of the world. Further references to agricultural education and further details relating to it will be found in the Appendix to this report.

CONSOLIDATION OF SCHOOLS AND CONVEYANCE OF CHILDREN.

This plan has much to recommend it when the circumstances are favourable to its being carried out successfully. It has been widely adopted in the

United States, beginning in Massachusetts in 1869, and spreading thence in all directions; there are now eighteen States in which the consolidation of schools and the transportation of pupils at public expense are being tried to a greater or lesser extent. The advantages are chiefly educational: these are most evident when, instead of attending a small one-roomed school with probably an uncertificated teacher in charge of all grades, the children are taken to a well-built, fully equipped school, with two or three rooms and two or three trained teachers; they are not so evident when the children are taken simply from a small school, with eight or ten children, to a somewhat larger school under the charge of one teacher, although even here there may be an educational advantage due to the fact that the last-named teacher may be trained, whereas the teacher of the small school is almost certainly not trained. The roads should be fairly good, and the distances not too great—not exceeding, in general, five or six miles—or else the cost of conveyance becomes too great to be outweighed in the minds of the ratepayers by the advantages. In the United States the expense is often reduced by arranging for the same driver to carry the mails. It is held that the children gain not only in the matter of instruction, but in the widening of mental outlook from mixing with a larger number of children coming from other places; it is found, too, that the children are better in health, for, being conveyed in covered vans, they are less exposed to bad weather, and attendance is naturally much more regular. The cost of conveyance is generally balanced, or nearly so, by the saving in salaries, and in the cost of buildings and their maintenance. It must be remembered that counties have to provide the greater part of the money for these items, not the Central Government as in New Zealand; a saving in cost would not appeal so strongly to the inhabitants of any district in New Zealand as in the United States.

The plan has been tried in Canada, but is not generally carried out; as a rule, the roads are not good enough. In the case of the Guelph experiment, rendered possible by the generosity of Sir John Macdonald, who established a model central school on the estate of the Ontario Agricultural College, the majority of the townships from which the children came have voted against the continuance of the system; but the central school is very awkwardly situated with respect to the townships, and is not so near to some of them as other large schools are.

In several of the States of the Union children are conveyed to high schools, and obtain a secondary education they could not get without boarding away from home.

There are no doubt many localities in New Zealand where the plan of conveying children could be adopted with great advantage. I should on all grounds advise its adoption where the roads were good, the distances not too great, and where the children would attend a school with two or three teachers instead of a small one-teacher school.

THE IMPROVEMENT OF THE RURAL SCHOOL.*

Valuable as are collections of pictures, school museums, and school libraries in town schools, they would be far more valuable in increasing the efficiency of the country schools. Teaching pupils how to read books for themselves, and how to draw conclusions from well-selected specimens and illustrations is valuable in any school; but in the small school a due proportion of study-periods spent by the older pupils in such work would not only benefit them by showing them how to work and think for themselves, but would lighten the task of the teacher in the difficult problem of properly distributing his efforts among the various classes with which he has to deal.

Money spent upon the encouragement of school libraries would, I consider, be well spent, and I think the country would be justified in giving pound for pound on any sums contributed for this purpose by local authorities or private individuals.

The programme of work might also be simplified by grouping the nature-study work with the language work, as in Switzerland,† thus linking closely together the child's observation and his power of self-expression in the mother-tongue. To a large extent this might be done in the case of geography, and of history and civics also. Care must be taken, of course, to see that

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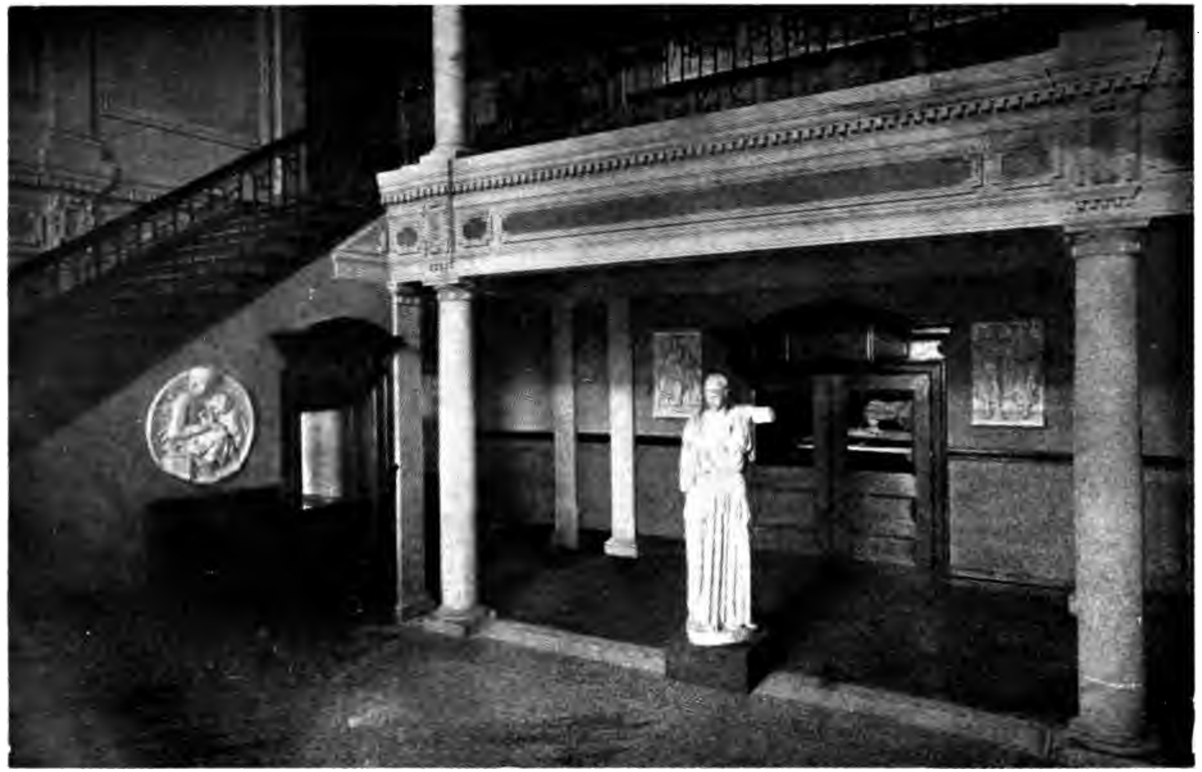
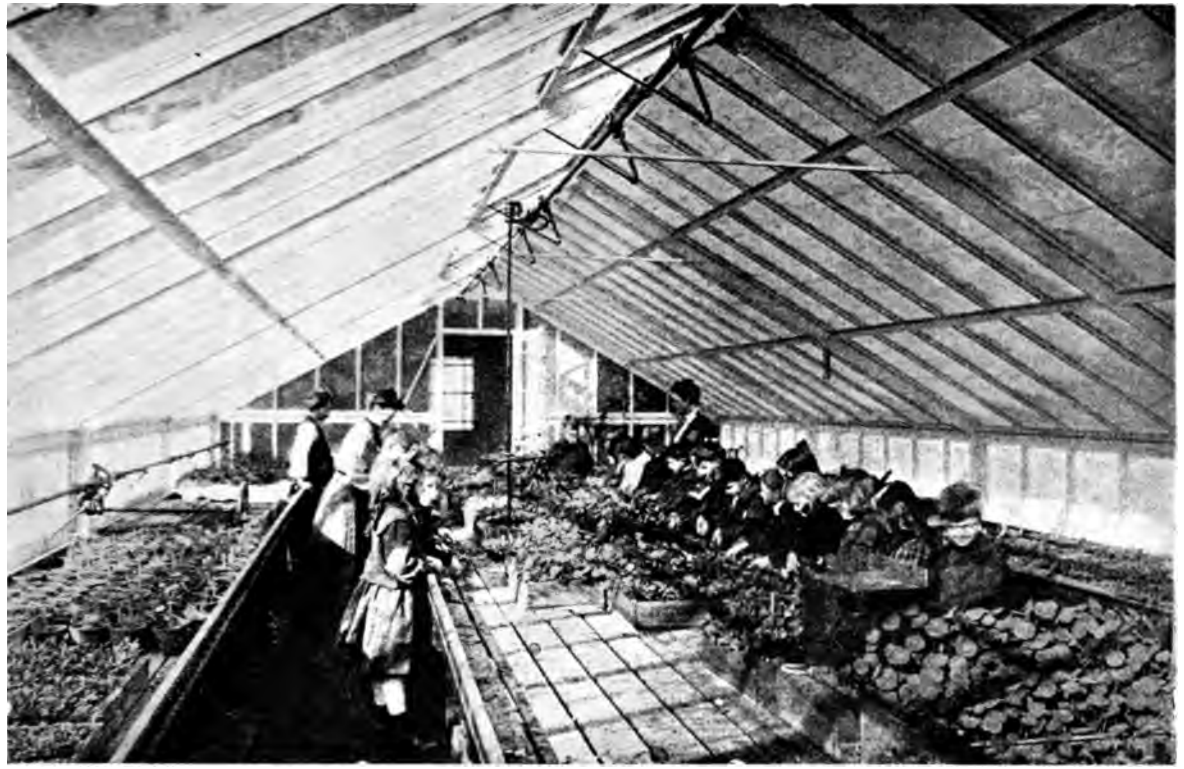
* Suggested by a pamphlet issued by the Agricultural Bureau, Washington.

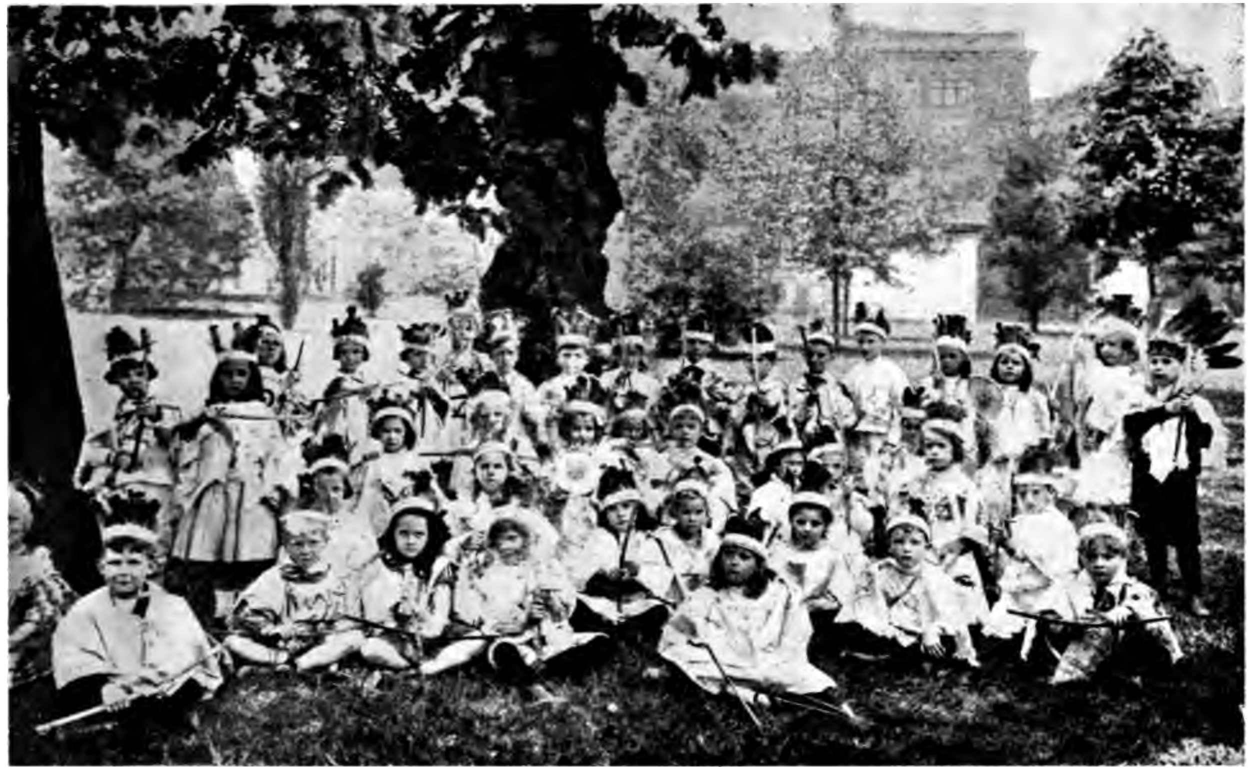
† See the programme of work in the elementary schools of Geneva (Appendix).



Horace Mann Schools, New York.
Entrance Hall.



HORACE MANN ELEMENTARY SCHOOL, NEW YORK.
Nature-study.



Horace Mann Elementary School, New York.
First grade in Indian costume on Columbia Campus.

demonstration, on the blackboards and so forth, is done by them also, the teacher acting simply as chairman. The questioning and answering in arithmetic, and the criticism of the methods used by those children who demonstrated the work to the class, were very good, especially the criticism, in the 4th, 5th, and 8th classes. The method pursued was this: One child proposed a question to the class, and, if necessary, wrote it on the board; the class worked the question mentally while the questioner was thinking how he was going to demonstrate the method presently; then the latter picked out a boy or girl to give the answer. Those who got the same answer and those who got other answers were asked to stand in succession; the questioner demonstrated the working; others sometimes proposed better methods, and, being challenged, demonstrated them to the class, who expressed their opinion, perhaps, that this method was shorter, but hard to understand; that that method was better to teach to beginners; that this method was better for mental work, that for pencil-work, and so forth. All sums were worked mentally, but every pupil made brief notes, showing merely the question, the outline of the method, and the answer. The teacher sometimes criticized the form of the question as wanting in clearness, and it had to be re-stated; or the class objected to it because it was not practical, and the objection was upheld in one case, but disallowed in another; or both class and teacher objected to a question as merely repeating something done already, or as not leading to any point. The attention to order, and conformity to courtesy in debate was as strict as if the class had been working under parliamentary rules. The first question given in the 8th grade was: Find the simple interest on 336 dollars for 9 months 10 days at 6 per cent. per annum. (In America, in calculating interest, a month is counted as equal to 30 days.) This was done correctly by five-sixths of the class, methods were discussed, and, finally, notes of three ways of doing it appeared in the children's books. The result of a fifty-minute lesson in that class was as good a revision of work in direct percentages—dealing with population, weights and measures, as well as money—as one could wish to see in the course of a lesson. There was no priggishness or oversharpness; the slightest inclination thereto would be checked by the class or by the teacher. All pupils seemed fully employed throughout the lesson. I heard a pupils' lesson in history, which was half discussion, half mutual examination (two of the pupils had evidently, in preparation, made themselves masters of the state of England at the death of Edward VI). The teacher finally summed up the discussion, and the pupils were set to write a *précis* of the facts. A lesson in geography was not quite so successful, probably because one of the pupils, out of compliment to the visitor, began with a question on the industries of New Zealand, and, class and teacher soon getting adrift in their facts, the visitor was called upon to put the matter right. A lesson on the same lines in English in the 8th grade, however, formed a final good impression, as pupil after pupil, girls and boys, showed by question and answer a fine appreciation of the meaning and beauty of Bryant's "Forest Hymn." I should like to be able to say that most of our Standard VI classes, to which this corresponded, could do half as well in English. The questions were as good as the answers, and the notes made as good as either. The teachers do not do more than generally supervise the notes. In ten minutes I saw one lady correct the notes of the previous lesson in English for a class of thirty-five. It must be remembered that the pupils' notes are, in most schools, one of the chief factors determining promotion from class to class.

The school, like others in Boston, has recently given up the division into primary grades and grammar grades, nine in all, and has formed eight grades for the whole of the elementary work above the Kindergarten—that is, for children of the ages six to fourteen. Dull children will still take nine years, but children of average ability will pass through in the eight years allotted.

Single desks are used, but of a much larger size than the so-called American models that have been adopted, unfortunately, in some New Zealand schools. Indeed, nowhere in the United States did I see single desks so short as 22 in. in use in the Grade Classes; the usual length was nearer that which the Education Department has always recommended—28 in. or 30 in.

The class-rooms are roomy, the allowance per pupil being apparently about 15 square feet of floor-space, with good height—say, about 14 ft. As it was the first school I had visited in the United States, I was struck by the ample allowance of wall-board space for the use of pupils and teachers, by the electric lighting, and the telephones in every room for communication between the headmaster and his staff.

I came to the conclusion that the methods used in this school certainly encourage spontaneity, readiness, and originality, while there is no sacrifice of thoroughness. The instruction by the teacher is only a small part of the work; the children do most of it, while the teacher directs. The English-teaching was excellent nearly everywhere—marked by good appreciation of the books, by excellent reading, by clear and accurate oral expression of thought in answer to questions or in continuous speech, and by excellent enunciation and pronunciation throughout.

SPECIAL SCHOOLS.

Of late years much attention has been devoted to the education of abnormal children—blind, deaf, crippled, and feeble-minded—in Great Britain, Germany, Switzerland, the United States, and elsewhere. The scientific instruction of the blind and deaf is, of course, no new thing; but in these branches of special work more good is possible than formerly. The long-continued observation of skilled teachers and of medical and psychological experts has rendered it possible to secure better classification, and has practically settled many questions of method that were formerly considered matters of individual opinion: *e.g.*, although a few of the old teachers still cling to the old "manual" method or to the "mixed" method in the teaching of the deaf, nearly everywhere all the best teachers have adopted the pure "oral" method—at all events, for deaf children of normal intelligence.

Fortunately, the need of establishing special schools for crippled children is with us unknown, otherwise it would be interesting to note the thoughtful and kindly treatment they receive in the Tavistock Place Invalid School, and in similar schools in London and other large cities of the United Kingdom. The problem to be solved in regard to all these classes of children is twofold—to develop as far as possible their physical, mental, and moral powers, so that they may, in their own limited way, at least, find some joy in a reasonable existence; and, secondly, to teach them some occupation that will enable them, in whole or in part, to maintain themselves—this will have the effect not only of lightening the burden on the community, but also of giving the individuals greater moral dignity, and so of preventing them from sinking still lower in the scale of life. There is a general agreement among specialists who work for the education of the mentally defective that the test we propose to use in New Zealand for the classification of such cases is the best that can be applied in practice—namely, that the *feeble-minded* children, as distinct from *idiots*, are those who can keep themselves clean and out of personal danger, and, further, as distinguished from *imbeciles* (who can also satisfy this test) are those who can be trained to earn their own living, wholly or partly, in subordinate positions.

Schools for the Feeble-minded.

The methods used for the mental training of these children vary considerably; the teachers themselves admit that they are experimenting—feeling after the best methods. A large school has lately been built for defectives on the outskirts of Frankfurt. There is a site of 5 acres, but the playground is almost as bare as a drill parade-ground. When I asked the teacher why they did not have gardens in which they could teach the pupils the simple operations of gardening and agriculture, he said he thought it was an excellent idea, but it had never been thought of for these children. In this school the method adopted in intellectual instruction seemed to be to go nearly on the same lines as with normal children two or three years younger—as if we were to make Standard III their aim, the end of their elementary education, instead of Standard VI, as in the case of ordinary children. That mistake has not generally been made in London, or Glasgow, or Bristol, or New York, where special concrete methods of instruction are employed, but not always quite successfully. In one school in London I saw a class being taught elementary notions of domestic life, with the aid of a doll tea-service; each thing was taken up, its use was asked and explained, and it was put in its proper place on the miniature tea-table. So far, so good; but the weak point was that many of the children had never seen the real things the toys were meant to represent, and the latter were so small that many of the children did not recognise the toy milk-jug or the toy sugar-basin—the whole business was, to some of them at all events, a confusing abstraction. In a similar class of a New York public elementary school I saw some children given apples and knives (somewhat blunt). They were in a junior cookery room with small gas-rings on the benches in front of them. They talked about the apples, cut them in two to see what was inside, cut them again (into quarters), ate one quarter, and related their experiences (the apples were sour). Then they peeled the remainder, cut it up into slices, lit the stoves (after a talk about matches), cooked the apples, and talked about them while they were stewing. They then laid the tables with neat white cloths, plates and saucers, spoons and forks, cups, milk-jugs, and sugar-basins. When the "apple-sauce" was ready, they sang a grace, sat down, and enjoyed a light but wholesome lunch of bread and butter, milk and sugar, and apple-sauce. They washed up everything, including the pannikins in which they had stewed the apples, and put the things away. Then they were told the room was wanted for another class; so they went off to their ordinary class-room, where, after performing a few rhythmic exercises, and singing a song, they proceeded to tell the teacher all that they had done with the apples, "in order that they might be able to tell their mothers when they got home." It was the real thing—not make-believe—and hence its virtue; there was little or no fear that the children would acquire confused ideas about what they had done. On the other hand, in the English and German schools there was greater attention paid to the teaching of a trade—but partly because these schools are in or near large cities. The value of gardening as a suitable occupation seemed often to be overlooked. In Frankfurt the chief occupations seemed to be the making of card and wooden boxes (intended for packing jewellery and other small manufactured goods), knitting, caning chairs, and bookbinding. In England basketmaking and wirework were generally added, but bookbinding I saw only in one school. In the Red Cross Street School, Bristol, the boys are taught to sew on buttons and to mend their own clothes. Boys and girls make ornamental basketwork, table-mats, clothes-baskets, &c., to order; the boys also mend cane chairs: all these things lead up to remunerative employment. In a London technical school I found a class of weak-minded boys, older than those just referred to, making simple articles of tin ware which had a selling value, and so helped to provide the boys with a means of livelihood.

The importance of co-operation between the teacher skilled in the treatment of the mentally defective and the medical specialist is recognised everywhere—in the first instance, for the proper classification of the child, and afterwards for the adjustment of physical and mental work to secure the best development. The influence of the medical specialist is evident in the importance attached to regular exercises in rhythmic motions intended to secure the better co-ordination of motor-muscles and nerve-centres. In one school —otherwise good—I found that owing to want of funds they had classes of twenty, but this number is much too large for effective work.

General Conclusions.—Expert teacher and medical specialist must cooperate throughout; classes must be small; instruction should be very real and concrete throughout, beginning with familiar domestic subjects, the breakfast-table, furniture, clothes, gardening, cooking, &c., and leading up to technical, work likely to provide a means of livelihood, for at the best, the work of defectives must be largely imitative; there should be a great deal of drill in co-ordinated physical exercises. Preference should be given to outdoor occupations, not only as more healthy in themselves, but as better for the moral upraising of the pupils; it is infinitely better for one of these unfortunates to become the humblest kind of farm labourer than a hanger-on in a town slum.

Schools for the Deaf.

The Deaf-mute Institution at Kingsdown, Bristol, is a good example of a small but successful institution. Its Principal is Mr. O. H. Illingworth; the number of pupils is eighty, about the same as at the Sumner School for the Deaf. The chief features are that the size of classes is limited to eight pupils; all the teaching is oral; the comprehension of spoken language is far in advance of the power of speech, many orders being given and obeyed at once, though the pupils cannot repeat what was said. This is regarded as an advantage, inasmuch as comprehension should precede expression, and it acts as a stimulus to the pupils to acquire the power to express themselves so as to be understood. Systematic instruction in handwork is given throughout the school. The age of leaving—sixteen—is, in the Principal's opinion, too early. Female teachers are found to be most successful, especially with young children. Mr. Illingworth strongly advises the admission of pupils at five years of age, as the necessary preliminary training is rarely given at home. These younger children should be separated from the rest in classes, in the playground, and in the bedrooms. He also advises that teachers should be with the children all the time; considers that partially-hearing children would then get as much benefit as if they were placed in separate homes with untrained people, but he admits that separate cottages under the charge of teachers would be best of all. The handwork should lead up to technical work that fits the pupil for his or her future trade. The pupils at this school have done very good repoussé work; but it is found that, owing to the great development of mechanical processes, this work will not pay unless it is done in silver.

In Ontario, Canada, through the sympathetic co-operation of the Postmaster-General, a new sphere of employment has been found for the deaf. A certain number of deaf persons, trained in oral speech, have been during the last two or three years engaged as sorters or otherwise in the General Post Office, and they have given such satisfaction to the authorities, that the latter have asked for more persons so trained. Perhaps something might be done in this way in New Zealand, especially for deaf persons not suited for farm life.

GENERAL CONCLUSIONS.

I. In most foreign countries the mother-tongue receives much more attention, and is more thoroughly taught, than in our schools, special effort being directed, with considerable success, to training the power of self-expression through oral speech on all subjects, beginning with those which have formed the matter of observation by the pupils; this leads also to clearness of thought. It is emphasized alike in primary and secondary schools; it develops literary taste as well as thoroughness and logical method.

II. In European countries and in America examinations form a comparatively insignificant feature in the education system; they are conducted in nearly all cases by the teachers themselves, and, in particular, do not, as in New Zealand, dominate the secondary schools and universities to the serious detriment of true education.

III. The programmes of work and the methods of teaching are often much more natural and real, more closely related to the life and surroundings and future vocations of the pupils, than with us; school life becomes more interesting to the pupil, thoroughness and culture are not sacrificed, and "social efficiency" is secured much more certainly for most pupils than by time-honoured subjects and methods that have no practical outlook upon life. Our secondary schools are the greatest sinners in this respect, except, perhaps, the University.

IV. The standard of work in our secondary schools, technical schools, and University Colleges is not so high as it should be, and very little improvement can be expected until the length of the average pupil's stay at a secondary school is substantially increased. The requirements for entrance into the University are too low; until they are raised, the University Colleges cannot become—what they are elsewhere, at least in Europe and largely in America—the homes of specialisation and research. Our colleges are at present doing for most of their students merely work that is done by the best secondary schools in Germany, Switzerland, America, or Great Britain.

V. The most advanced countries have already provided for, or are rapidly taking steps to provide for, the continuation of the definite education of boys and girls, especially of apprentices, up to the age of eighteen; in most European countries there is compulsory attendance either by a general law, as in Wuerttemberg and some other parts of Germany, or by local option. There is a tendency in America, and even in Great Britain, to follow in the same direction.

VI. The proportion of the population receiving instruction higher than that of the primary schools is very much greater in Switzerland, Germany, Denmark, &c., than with us. It is true that in New Zealand the proportion has increased more than threefold in the last ten years and stands high for a young country; but we shall have to make rapid progress in what we do for all forms of higher education, and to spend more money on buildings and maintenance, if we are to keep in line with the leading nations of the world.

VII. Regarded merely as machinery, our system of agricultural education needs very little to make it complete; but unless it is put into operation, and used by those for whose benefit it is intended, it might as well not exist. Elsewhere the same complaint is heard that farmers are slow to realise that scientific farming has come to stay. Although great natural advantages may obscure the fact for a few years, nevertheless it is always true that unscientific agriculture is wasteful and foolish, and—as our competitors are training their young farmers to be real experts—must in the end bring its own retribution in the loss of markets. It is gratifying to see the increased amount of attention that is being given to nature-study, school gardens, and elementary agriculture in our primary schools; but this is only the first step on the ladder, and, unless farmers can induce their sons and daughters who have left the primary schools to submit to technical training, very little will have been accomplished. This technical training will not, it is true, abolish the necessity for hard toil; but it will raise what is often merely a life of drudgery to the dignity of a profession. The scheme given above will indicate what further organization is required to make the ladder of agricultural education complete.

VIII. In all countries that have the best-developed systems of education, the control is largely local, the educational authorities are either part of, or closely linked with, the municipalities or other local governing bodies, and a substantial portion of the cost is met out of local taxation. All local forms of education—primary, secondary, technical—are thus co-ordinated, being often under the same administrative body. The schools form an organic part of the life of the community.

NOTE.

Besides the various programmes of work and other matters already referred to in this report, the Appendix will contain further notes on the following subjects:—

Medical Inspection of Schools;
Agricultural Education;
Secondary Education in Great Britain;
Continuation and Technical Schools and Colleges;
University Education;
Domestic Instruction;
Training of Teachers;
Etc., etc.

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